

Making Maori Sentences

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Ngā whainga o tēnei pukapuka

This book developed out of the questions second language learners of Maori have asked about the building blocks of basic Maori sentence patterns.

Many people whose first language is English are learning Maori in more or less artificial situations – in schools, community groups or other places where the ideal of ‘learning through immersion’ cannot be realised. I have found, as both learner and teacher, that in this situation people are helped by basic explanations of the structure of Maori language, if these are given in a practical language that does not raise further barriers to understanding. *Making Maori Sentences* is a grammar book for non-specialists which aims to present such explanations.

There are many friends who have contributed to this book. In particular I wish to mention my colleague and friend the late Billy Te Awaroa Nepia. Head of the Maori Department at Canterbury University until his death in 1987. Bill was always generous with advice and encouragement, and I offer my work as a tribute to his memory.

Finally, I thank the students at Canterbury University whom I have worked with over the last six years. Ngā tāngata e whā ana i te reo Māori, tēnā koutou. Ahakoa roa te huarahi, mā te kaha, mā te aroha, mā te manaki o tēnā o tēnā ki ngā taonga o te iwi Māori, ka taea.

Nāku, na
Lyndsay Head
1989.

1

An explanation of terms

Noun

Nouns are words that name people or things.

Proper Noun

Proper nouns are personal names and place names which always begin with a capital letter:

Hata	(man's name)
Otautahi	Christchurch
Te Wai Pounamu	the South Island

Personal

Personals are the proper nouns which stand in for actual names. The personals are:

wai	who
mea	so-and-so, one

Common Noun

Common nouns – which we will just call nouns – are the words for people or things that don't start with capital letters:

kōtiro	girl
waiata	song

- Many words have more than one function, for example 'walk' can be used as a noun or verb:

noun	the walk
verb	to walk

Noun Group

A noun group is a noun which has extra information attached to it:

<i>proper noun:</i>	Hata	Hata
<i>proper noun group:</i>	Hata rāua ko Pani	Hata and Pani
<i>noun:</i>	wao	forest
<i>noun group:</i>	wao nui	big forest

Adjective

Adjectives are words which describe nouns. Adjectives either follow the noun they describe, or stand alone in descriptive phrases:

<i>noun + adjective:</i>	wao nui	big forest
<i>information phrase:</i>	he nui	big
<i>stative phrase:</i>	ka nui	big

Pronoun

Pronouns are the words which we use when we talk about people, without using their name:

'I', 'you', 'he', 'she', 'we', 'they'.

- For pronouns see pages 23–33.

Person

Words which mean 'I', 'me', or 'we' express the **first person**.

Words which mean 'you' (singular, dual or plural) express the **second person**.

Words which mean 'he', 'she', or 'they' express the **third person**.

For example, in the singular:

<i>first person</i>	au	I, me
<i>second person</i>	koe	you
<i>third person</i>	ia	he/she, him/her

Personal Article

The personal article **a** is placed before proper nouns and pronouns in the following situations:

- 1 when personal names, place names, and location nouns are the subject of any sentence except identity sentences;
- 2 when personal names occur in the object phrase of a sentence;
- 3 when personal names occur in location or direction phrases;

- 4 when personal pronouns occur in the object phrase;
- 5 when personal pronouns occur in location or direction phrases.

Particle

Particle is a general term for small words which sometimes have no translation but which are a necessary part of the structure of sentences, often opening sentences, and linking their phrases.

Definitive

Definitives are words which make common nouns definite by showing that we are talking not about a class of things but about a particular member of the class. For example:

<i>definitive</i>	<i>noun</i>
the	book
my	book
this	book

There are three sets of definitives which are used with common nouns:

- 1 the definite article **te** or **ngā**;
- 2 *t*-class possessive pronouns;
- 3 *t*-class definitives.

They all have both singular and plural forms, and they all start with the letter **t** in the singular, and drop it in the plural.

Definite Article

<i>singular:</i>	te
<i>plural:</i>	ngā

The definite article 'the' is placed before common nouns to make a definite noun phrase:

te whare	the house
ngā whare	the houses

Indefinite Article

The indefinite article **he** means 'a' or 'some'. It is 'indefinite' in the sense that it gives something a name, but doesn't distinguish it from other things of the same class. Compare these two phrases:

<i>indefinite noun phrase:</i>	he rākau	a stick/some sticks/sticks
<i>definite noun phrase:</i>	te rākau	the stick

A proverb: **Ko te mea nui, he tāngata, he tāngata, he tāngata.** The greatest thing, is people, people, people.

Position Definitive

Position definitives are *t*-class definitives which define 'this', 'that', 'these', 'those' in relation to a particular speaker or writer, for example:

tēnei	this	(near or connected to me)
enei	these	(near or connected to me)

- For position definitives see pages 20–21.

Possessive Pronoun

Possessive pronouns are the words which express ownership:

'my', 'your', 'his', 'her', 'our', 'their'.

There are two sets of possessive pronouns:

- 1 *t*-class possessive pronouns;
- 2 *n*-class possessive pronouns.

T-Class Possessive Pronoun

T-class possessive pronouns have two jobs:

- 1 They express 'my', 'your', 'his/her', etc before nouns:

Kua ngaro taku pukapuka.
My book is lost.

- 2 They express 'mine', 'yours', 'his/hers', etc in phrases on their own:

Kua kitea tāku.
I've found mine.

- For *t*-class possessive pronouns, see page 29.

Possessive Particle

Possessive particles are the particles **o** and **a** which express 'of' in a definite noun phrase, for example:

te tama <u>a</u> Pani	the son of Pani/Pani's son
te mama <u>o</u> Tamahae	the mother of Tamahae/Tamahae's mother

Possessive Category

All possessive particles and pronouns have a choice of **o** or **a** as their vowel. We choose according to the nature of the possession.

- For possessive category see pages 101–116.

N-Class Possessive Particle

N-class possessive particles **no/na** open noun phrases which emphasise ownership:

Na Mere tēnei kuī.
This dog belongs to Mere.

No te kuia tērā pōtae.
That hat belongs to the old lady.

N-Class Possessive Pronoun

N-class possessive pronouns form phrases which emphasise the owner in a possession sentence.

Nōku te koti nei.
This coat is mine.

Na rātou ēnā mea.
Those things are theirs.

- For n-class particles and pronouns, see pages 90–91.

Location Noun

The two kinds of location nouns are:

- 1 place names;
- 2 words which express positions in space such as 'here', 'there', 'ashore', 'inland', and so on.

Location Particle

Location particles are the words **kei**, **i** and **hei** which open, and show the tense of, location phrases.

- For location nouns and particles, see pages 98–100.

Verb

Verbs are any words which describe an action, command, or state.

Action Verb

Action verbs describe an action we do, or that is done or happens to us. We can also use them to give commands.

Stative Verb

Stative verbs describe the state we are in as the result of an action, or the quality of some action we perform.

- For statives, see pages 82–84.

Active Voice, Passive Voice

When the subject of a sentence performs the action that the sentence describes, it is in the **active voice**, and we use action verbs in their active form, for example:

Ka kōrero au	I speak
Ka kite au	I see
Ka hopu au	I catch

When the subject of the sentence does not perform the action, but has it done or happen to him/her, the sentence is in the **passive voice**, and we use action verbs in their passive form, for example:

Ka kōrerotia au	I am spoken to/about
Ka kitea au	I am seen
Ka hopukia au	I am caught

- For active voice sentences, see page 43; for passive voice sentences, see page 55.

Adverb

Adverbs are words which extend the information of a verb phrase. For example:

verb phrase			subject phrase
<i>particle</i>	<i>verb</i>	<i>adverb</i>	
I	haere	tonu	ia.
He still	went.		
I	haere	anō	ia.
He	went	again.	

Direction Indicator

Direction indicators are the adverbs **mai**, **atu**, **ake** and **iho** which indicate direction towards, away, up, and down. For example.

Whakarongo!	Listen!
Whakarongo mai!	Listen <u>to me!</u>

- For direction indicators, see pages 61–64.

Direction Particle

Direction particles are the words **i** (indicates direction 'away') and **ki** (indicates direction 'towards') which open direction phrases.

- For direction particles, see pages 64–66.

Tense

Tense is the indication of time. Verb and location sentences begin with particles which tell us whether a sentence belongs to the present, past, or future.

Identity sentences, classification sentences, and *n*-class possession sentences do not have any indicators of tense, and they can express the past or present according to the situation. For example:

Ko Hata te pāpā.
Hata is the father.

Ki tā Te Arawa, ko Hei te pāpā o Waitaha.
According to Te Arawa, Hei was the father of Waitaha.

Phrase

A phrase is any word or combination of words which makes up a unit of meaning.

For example **te** means 'the', but does not tell us anything. To make sense, we want to know 'the what?' So we add a noun to make a meaningful unit of speech, which we call a phrase.

Affirmative and negative

Sentences are in the affirmative when they make a statement confirming an identity or an action. Negative sentences deny it. For example:

affirmative: **I haere ia.**
She went.

negative: **Kāore ia i haere.**
She did not go.

Vowel

The vowels of the Maori alphabet are the letters:

a e i o u

Consonant

The consonants of the Maori alphabet are the letters:

h k m n ng p r t w wh

Syllable

Syllables are the building blocks of individual words. In spoken Maori the first syllable is stressed and each following third syllable has a lesser stress:

1 3
hu/ri/hi/a
i/na/na/h

- For how to count syllables, see page 71.

Macron

Macrons are the lines placed above vowels to show that they are pronounced long. The alternative way to show long vowels is to double them:

pā, paa	fortified village
āpōpō, aapoopoo	tomorrow

Macrons and Double Vowels

The reason which scholars give for writing Maori with macrons or double vowels is that it gives a guide to readers as to how words should be pronounced. Also, in a few cases, unless a word is shown with proper vowel length, a reader might confuse two entirely different words. For example:

kainga	be eaten
kāinga, kaainga	home, village
te	the (singular)
tē, tee	not
kaka	dress
kākā, kaakaa	parrot

For the most part, double vowels or macrons have been imposed on written Maori by scholars such as Herbert Williams and Pei Te Hurinui Jones, who wrote or revised *A Dictionary of the Maori Language*, the great dictionary which preserves the language of the nineteenth century. The majority of Maori writers have not marked vowel length in their manuscripts, although many unconsciously put in an extra vowel when writing words in which the vowel is always pronounced long, for example **wāahi**, 'place'.

There is a convention, but one which is hard to justify, that vowel length is marked when a script is all in Maori, but not when Maori words appear in an English language script. The word **Maori** is a good example.

Compound Words

Compound words are two (or more) words joined together. When the join brings two vowels the same together, they are written as a double vowel, not as a

macroned vowel. For example:

whakaatu, 'show', 'point out', = **whaka** + **atu**

When the compound joins a short and a long version of the same vowel, the long vowel becomes short. For example:

ātaahua, 'beautiful' = **āta** + **āhua**

Many words, especially the particles which introduce nouns or verbs, are pronounced long or short according to the flow and rhythm of a particular sentence. Vowels which are sometimes pronounced short and sometimes long are written with short vowels.

2

Identity sentences

- Identity sentences, or **ko**-sentences, tell us about personal identity. They answer the questions 'Who is?', 'Who are?'.
- Identity sentences also answer the questions 'What is?', 'What are?'.
- Identity sentences are present or past tense.
- Basic identity sentences consist of two noun phrases.

First Phrase

The first phrase gives us the most important information. The phrase opens with **ko**, and may be singular or plural. It consists of either:

- 1 **ko** + personal name or place name;
- 2 **ko** + pronoun;
- 3 **ko** + definitive + noun;
- 4 **ko** + t-class definitive.

Note: in conversation, and in poetry, **ko** is often dropped off the beginning of the first phrase, as in the line below from the haka **Ka mate!**:

Tēnei te tangata pūhuruhuru!
This is the hairy man!

Second Phrase

The second phrase consists of either:

- 1 definitive + noun;
- 2 t-class definitive.

Note: Proper nouns (personal names and place names) do not occupy the second phrase of an identity sentence.

EXAMPLES

- In these examples, the components of the phrases are named.

first phrase

personal name

Ko Tāmāti Kerei

That man is Tamati Kerei.

pronoun

Ko koe

You are the right person.

possessive pronoun + noun

Ko ōna tuāhine

His sisters are the organisers.

position definitive

Ko tēnei

This is their car.

position definitive + noun group

Ko te waka kākāriki ra

Ours is that green car.

definite article + noun

Ko ngā toa

Those (ones connected with you) are the champions.

second phrase

position definitive + noun

tērā tāngata.

definite article + noun group

te mea tika.

definite article + noun

ngā kaiwhakahaere.

possessive pronoun + noun

tō rātou waka.

possessive pronoun

tō mātou.

position definitive

ēnā.

Choosing the Phrase Order

When a *ko*-sentence does not contain a personal name or place name the phrase order depends on what information we are trying to get across. For example, we can write the sentence 'This is the old entrance' in two ways:

- 1 In answer to the question 'What is this?':

EXAMPLE

first phrase

Ko te waha tawhito

This is the old entrance.

second phrase

tēnei.

- 2 In answer to the question 'Which is the old entrance?':

EXAMPLE

first phrase

Ko tēnei

This is the old entrance.

second phrase

te waha tawhito.

Emphatic *Ko*-sentences

We make an emphatic statement by reversing the order of the phrases and opening them both with **ko**:

Ko te tangata tika, ko koe!
The right person is you!

Ko te tino tangata o taua marae, ko Hapi.
The leading person of that marae is Hapi.

Extending *Ko*-Sentences with a Possessive Phrase

A phrase expressing 'of' may be placed after either phrase, extending the sentence to three phrases:

EXAMPLES

first phrase

Ko te waha

This is the entrance of the marae.

o/a possessive phrase

o te marae

third phrase

tēnei.

first phrase

Ko te waha

This is the entrance of the marae.

second phrase

tēnei

o/a possessive phrase

o te marae.

Questions

Any **ko**-sentence can be turned into a question by the way it is asked, or by adding a question mark when writing:

Ko Heni te kaikaranga o tērā hapū?
Is Heni the caller of that hapū?

Asking Who?

We ask 'Who?' with the phrase **Ko wai?** in the first phrase.

singular:

Ko wai?

Who is? Who was?

plural:

Ko wai mā?

Who are? Who were?

Note: some speakers do not add **mā** in the plural.

Questions are answered by replacing **wai** in the information phrase with the information required.

EXAMPLES

■ In conversation, questions are usually answered in one phrase:

	question phrase	second phrase
<i>singular:</i>	Ko wai Who is our visitor?	tō tāua manuhiri?
<i>answer:</i>	Ko Koro! It's Koro!	
<i>answer:</i>	Ko ia! He is!	
<i>answer:</i>	Ko tōku whanaunga! It's my relation!	
<i>plural:</i>	Ko wai mā Who are our visitors?	ō tāua manuhiri?
<i>answer:</i>	Ko Koro mā! It's Koro and the others!	
<i>answer:</i>	Ko rātou! It's them!	
<i>answer:</i>	Ko ōku whanaunga! It's my relations!	

Note: **wai** translates as 'What?' in a question about people's names:

<i>singular:</i>	Ko wai tōu ingoa? What is your name?
<i>plural:</i>	Ko wai ō koutou ingoa, kōtiro mā? What are your names, girls?

Asking What?

We ask 'What?' with a definitive + the noun **aha?** in the first (information) phrase.

<i>singular:</i>	Ko te aha?	What is? What was?
<i>plural:</i>	Ko ngā aha?	What are? What were?

Questions are answered by replacing **aha** in the first phrase with the information required.

EXAMPLES

	<i>question phrase</i>	<i>second phrase</i>
<i>singular:</i>	Ko te aha What is this thing?	tēnei?
<i>answer:</i>	Ko te kihi o tōna waka That's the key of his car.	tēnā.
<i>plural:</i>	Ko ngā aha What are those letters?	ngā reta ra?
<i>answer:</i>	Ko te mēra mo tō māmā. They're the mail for your mother.	

Choosing between *ko te/ngā aha?* and *he aha?*

Both *ko te/ngā aha?* and *he aha?* ask 'What is?', 'What are?', but they answer different kinds of questions.

1 *Definite question: Ko te aha?/Ko ngā aha?*

The definite question says, 'I know what this is, but which particular one of its kind is it?'

2 *Indefinite question: He aha?*

The indefinite question asks, 'What kind of thing is this?' See page 38 for this type of question.

EXAMPLES

<i>definite question</i> Ko te aha tēnei? What is this?	<i>indefinite question</i> He aha tēnei? What is this?
<i>definite answer</i> Ko te taupoki tēnā o te umu. That is the lid of the camp oven.	<i>indefinite answer</i> He taupoki tēnā. That is a lid.
<i>definite question</i> Ko ngā aha ērā? What are those?	<i>indefinite question</i> He aha ērā? What are those?
<i>definite answer</i> Ko ā tātou reta ērā. They're our letters.	<i>indefinite answer</i> He reta ērā. They're letters.

Asking Which?

We ask 'Which?' with the *t*-class definitive **tēhea/ēhea?** in the first phrase. **Tēhea/ēhea?** can either accompany a common noun or stand alone in its phrase:

<i>singular:</i>	Ko tēhea?	Which is? Which was?
	Ko tēhea [+ noun]	Which [one] is? Which [one] was?
<i>plural:</i>	Ko ēhea?	Which are? Which were?
	Ko ēhea [+ noun]	Which [ones] are? Which [ones] were?

EXAMPLES

1 Asking questions using **tēhea/ēhea?** alone in the question phrase.

<i>singular:</i>	<i>question phrase</i>	<i>second phrase</i>
	Ko tēhea Which is the lawyer?	te rōia?
<i>answer:</i>	Ko Rangi. Rangi is.	
<i>plural:</i>	Ko ēhea Which are the lawyers?	ngā rōia?
<i>answer:</i>	Ko ngā mea ra. Those ones over there.	
<i>singular:</i>	Ko tēhea Which is yours?	tōu?
<i>answer:</i>	Ko te mea kākārīki. The green one.	
<i>plural:</i>	Ko ēhea Which are yours?	ōu?
<i>answer:</i>	Ko ngā mea kākārīki. The green ones.	

2 Asking questions using *tēhea/ēhea* + noun in the question phrase.

	question phrase	second phrase
singular:	Ko tēhea tangata Which person is the lawyer?	te rōia?
answer:	Ko Rangi. It is Rangi.	
plural:	Ko ēhea tāngata Which people are the lawyers?	ngā rōia?
answer:	Ko ngā mea ra. Those ones over there.	
singular:	Ko tēhea waka Which car is yours?	tōu?
answer:	Ko te mea kākārīki. The green one.	
plural:	Ko ēhea waka Which cars are yours?	ōu?
answer:	Ko ngā mea kākārīki. The green ones.	

Negative identity sentences

- The word that makes identity sentences negative is **ehara**, 'not'. **Ehara** opens the first phrase.
- Negative identity sentences are present or past tense.
- Negative identity sentences consist of two noun phrases which reverse the order of affirmative sentences.

First Phrase

The first phrase opens with **ehara**, which has the same form in both singular and plural sentences. The phrase consists of either:

- 1 **ehara** + **a** + personal name;
- 2 **ehara** + pronoun;
- 3 **ehara** + definitive + noun;
- 4 **ehara** + *t*-class definitive.

Second Phrase

The second phrase opens with the particle **i**. The phrase consists of either:

- 1 **i** + **a** + personal name;
- 2 **i** + **a** + pronoun;
- 3 **i** + definitive + noun;
- 4 **i** + definitive.

EXAMPLES

- The translation of identity sentences into English will sometimes start with the information phrase, and sometimes with the subject phrase, depending on how we say things in English.

affirmative singular:

first phrase
Ko Moki
Moki was the chief.

second phrase
te rangatira.

negative:

first phrase
Ehara te rangatira
Moki was not the chief.

second phrase
i a Moki.

affirmative plural:

first phrase
Ko Moki rāua ko Tū-te-kawa
Moki and Tu-te-kawa were the chiefs.

second phrase
ngā rangatira.

negative:

first phrase
Ehara ngā rangatira
Moki and Tu-te-kawa were not the chiefs.

second phrase
i a Moki rāua ko Tū-te-kawa.

affirmative singular:

first phrase
Ko Aotea
Is Aotea Waikato's canoe?

second phrase
te waka o Waikato?

negative:

first phrase
Ehara te waka o Waikato
Aotea is not Waikato's canoe.

second phrase
i a Aotea.

affirmative plural:

first phrase
Ko Aotea, ko Tākitimu, ko Mataatua
Aotea, Takitimu, and Mataatua are his canoes.

second phrase
ōna waka.

negative:

first phrase

Ehara ōna waka

Aotea, Takitimu, and Mataatua are not his canoes.

second phrase

i a Aotea, i a Tākitimu, i a Mataatua.

affirmative singular:

first phrase

Ko ia

He is your nephew.

second phrase

tāu irāmutu.

negative:

first phrase

Ehara tāu irāmutu

He is not your nephew.

second phrase

i a ia.

affirmative plural:

first phrase

Ko āu irāmutu

They are your nephews.

second phrase

rātou.

negative:

first phrase

Ehara rātou

They are not your nephews.

second phrase

i āu irāmutu.

affirmative singular:

first phrase

Ko te mea tawhito

That is the old one.

second phrase

tērā.

negative:

first phrase

Ehara tērā

That is not the old one.

second phrase

i te mea tawhito.

affirmative plural:

first phrase

Ko ngā mea tawhito

Those are the old ones.

second phrase

ērā.

negative:

first phrase

Ehara ērā

Those are not the old ones.

second phrase

i ngā mea tawhito.

affirmative singular:

first phrase

Ko tēnā

That one is yours.

second phrase

tāu.

negative:

first phrase
Ehara tāu
 That one is not yours.

second phrase
i tēnā.

affirmative plural:

first phrase
Ko ēnā
 Those ones are yours.

second phrase
āu.

negative:

first phrase
Ehara āu
 Those ones are not yours.

second phrase
i ēnā.

3

T-class definitives and pronouns

- This chapter shows how *t*-class definitives and pronouns are used in all the basic sentence types.

Position definitives

- Position definitives are *t*-class definitives which say 'this', 'that', 'there', and 'those' in relation to the speaker or writer.
- Position definitives begin with the letter *t* in the singular, and drop it in the plural.
- Position definitives can stand alone in a phrase, or they can introduce a noun.

Singular Position Definitives

tēnei	this (near, or connected with me, the speaker/writer)
tēnā	that (near, or connected with you, the person being addressed)
tērā	that (away from, or not connected with us)

Plural Position Definitives

ēnei	these (near, or connected with me, the speaker/writer)
ēnā	those (near, or connected with you, the person being addressed)
ērā	those (away from, or not connected with us)

Position Definitive + Noun

There are two ways of making a phrase containing a position definitive + noun. The choice is up to the speaker/writer, and will be made to suit the rhythm of his/her speech.

1 *Position definitive + noun*

EXAMPLES

Nāku tēnei kete.
This kit is mine.

I kite au i tērā tamaiti tāne.
I saw that boy.

Ko tēnā whakaaro te mea tika.
That idea is the right one.

He poto rawa atu ēnei kōrero.
These stories are extremely short.

2 *Te/ngā + noun + nei/na/ra*

Position definitives are a combination of the definite article + position particle. They can be split into these two parts around a noun:

singular:

te [+ noun] **nei** this
te [+ noun] **na** that
te [+ noun] **ra** that

plural:

ngā [+ noun] **nei** these
ngā [+ noun] **na** that
ngā [+ noun] **ra** those

EXAMPLES

Nāku te kete nei.
This kit is mine.

I kite au i te tamaiti tāne ra.
I saw that boy.

Ko te whakaaro na te mea tika.
That idea is the right one.

He poto rawa atu ngā kōrero nei.
These stories are extremely short.

Position Definitives in Time Phrases

Tēnei/tērā are used in time phrases with the same idea of closeness (tēnei) and distance (tērā), for example:

tēnei rā	today
tērā rā	yesterday, that day
tērā tau	last year, that year

EXAMPLES

He rā nui tēnei rā.
Today is a great day.

I tērā pō, ka tae mai ētahi manuhiri.
Last night, some visitors arrived.

I te tau rā, i hangaa te poutāpeta.
In that year the Post Office was built.

Reference definitive

singular:	taua	this/that (already mentioned)
plural:	aua	these/those (already mentioned)

The reference definitives **taua/aua** are used to refer to something we have already been talking or writing about.

Reference definitives cannot stand alone in their phrase, but must be followed by a noun.

EXAMPLES

Ka kite mātou i a Hēmi. Kua mate taua koroua.
We saw Hemi. That old man is ill.

Nōna te waka. He koretake taua mea.
The car is his. It's a useless one.

Ko Pami mā ngā kaiwhakahaere. No Te Kaha auā tāngata.
Pami and the others are the organisers. Those people are from Te Kaha.

Specifying definitive

singular:	tētahi	'a', in the sense of 'a certain one', or 'one of a number'
plural:	ētahi	'some', in the sense of 'certain ones', or 'some of a number'

These definitives express 'a' and 'some' when we have *particular* ones in mind. **Tētahi/ētahi** can stand alone in their phrase, or introduce a noun.

EXAMPLES

Ka rongo ahau i tētahi waiata pai i tēnei rā.
I heard a nice song today.

E rua āu āporo. Homai tētahi!
You've got two apples. Give me one!

He whero ētahi, he pango ētahi.
Some are red, some black.

Ka tae tētahi tauhou ki te kāinga.
A certain stranger came to the village.

- We add **atu** to **tētahi/ētahi** to express 'another', 'other':

Ka kōrero ia ki tētahi atu āpiha.
He talked to another officer.

E whakaae ana ētahi, engari kāore anō ētahi atu kia whakaae.
Some agree, but others have not yet agreed.

Pronouns

These are the words which we use as substitutes for people's names:

'I', 'you', 'he', 'she', 'we', 'they'.

As well as people, pronouns in Maori also refer to anything which participates in the human world, such as pets, animals you hunt or herd or spend hours watching, and things thought of as people, such as ancestor figures in a meeting house.

Pronouns have singular, dual, and plural forms:

singular	refers to one person:
dual	refers to two people:
plural	refers to any number of people over two.

Singular Pronouns

first person:	au	I
	ahau	I

Note: we choose **au** or **ahau** according to which best suits the rhythm of the sentence.

second person:	koe	you
third person:	ia	he/she

Note: third person pronouns do not distinguish between the sexes. We judge the gender from the context of the conversation or story.

Inclusive, Exclusive

In the dual and plural sets of pronouns we have two kinds of first person pronouns, because there are two groups of people which the word 'we'

represents:

1 'we' = you and I

This is the inclusive form of the first person because it includes you – the person or people I'm talking to – with me. The inclusive pronouns start with the letter **t**:

tāua	you and I
tātou	you (more than one) and I

2 we = he/she and I, they and I

This is the exclusive form of the first person because it excludes you, the person or people I'm talking to. The exclusive pronouns start with the letter **m**:

māua	he/she and I
mātou	they and I

Dual Pronouns

The dual pronouns are:

<i>first person:</i>	tāua māua	we (you and I) we (he/she and I)
<i>second person:</i>	kōrua	you (two)
<i>third person:</i>	rāua	they (two)

Plural Pronouns

The plural pronouns are:

<i>first person:</i>	tātou mātou	we (you [more than one] and I) we (they and I)
<i>second person:</i>	koutou	you (three or more)
<i>third person:</i>	rātou	they (three or more)

Expressing the Neutral Pronouns 'it', 'they', 'them'

Ordinary objects, such as clothes, tables, and cars are not referred to by a pronoun but by definitives.

There are three main ways of referring to objects:

1 by using the position definitives:

Anei tētahi rākau nui. He tōtara tēnei.
Here's a mighty tree. It's a totara.

- 2 by repeating the name of the object we are talking about, or by substituting *mea* 'one', 'thing' for the noun:

He pāika tōku. He 'Morrison' taua pāika.
I've got a bike. It's a 'Morrison'.

Kua kite koe i taku pene? He mā whero te mea na.
Have you seen my pen? It's a pink one.

- 3 by leaving out the subject, when it is clear what we are talking about:

Kei roto ngā panana me ngā ārani i te pouaka ra. Waihotia ki runga i te tēpu.
The bananas and the oranges are in that box. Put them on the table.

Pronouns as the Subject of a Sentence

Pronouns stand alone in the subject phrase of every kind of sentence:

- 1 identity sentences (**ko**-sentences);
- 2 classification sentences (**he**-sentences);
- 3 action sentences;
- 4 state sentences;
- 5 command sentences;
- 6 location sentences;
- 7 n-class sentences (**no**/**na**-sentences).

EXAMPLES

1 identity sentence

<i>subject phrase</i>	<i>information phrase</i>
Ko ia	te tipuna o Ngāti Porou.
He is the ancestor of Ngāti Porou.	

- **Ko** and **ia** may be combined into one word for greater emphasis:

Koia te tipuna o Ngāti Porou!
That's the ancestor of Ngāti Porou!

- Pronouns may be followed by emphasisers:

Ko wai te kaiwhakahaere? Ko au tonu!
Who is the organiser? Actually, it's me!

2 he-sentence

<i>information phrase</i>	<i>subject phrase</i>
He taraiwa tekehi	koe?
Are you a taxi driver?	

3 action sentence

action phrase	subject phrase	direction phrase
Kei te haere	tāua	ki taua hui.
We (you and I) are going to that hui.		

4 state sentence

state phrase	subject phrase
Ka māuiui	māua.
We (he/she and I) are sick.	

5 active command sentence

command phrase	subject phrase
E noho	koe!
You sit down!	
E noho	kōrua!
Sit down, you two!	
E noho	koutou!
Sit down, all of you!	

6 Location sentences

Location phrase	subject phrase	object phrase
Kei muri	mātou	i a koe.
We (they and I) are behind you.		

7 n-class sentences

information phrase	subject phrase
No hea	koe?
No Whakatāne	ahau.
Where are you from? I'm from Whakatāne.	

Pronouns in other Phrases

Maori pronouns keep the same form wherever they stand in a sentence, unlike in English.

When pronouns are not the subject of a sentence, they are introduced by the particle **a**; except for the **ahau** form of the first person singular pronoun 'I'.

EXAMPLES

1 action sentences: pronoun in object phrase

action phrase	subject phrase	object phrase
E titiro ana The stranger was looking at me.	te tauhou	ki a au.
E titiro ana The stranger was looking at me.	te tauhau	ki ahau.
Ka kite I saw him.	au	i a ia.
I tatari We waited by the gate.	mātou	i te kēti.
I kohete Mum told us off.	a Māmā	i a mātou.
Ka whawhai tonu I will keep fighting against you and your mates.	au	ki a koutou ko ō hoa.

2 command sentences: pronoun in direction phrase

command phrase	direction phrase
Oma atu Run away from her!	i a ia!
Homai Give it to us!	ki a mātou!

3 state sentences: pronoun in agent phrase

state phrase	subject phrase	agent phrase
Ka matakū We were frightened by him.	māua	i a ia.
Ka hōhā Our mum's fed up with them.	tō tāua māmā	i a rātou.
Kua pau katoa You have eaten up all the food!	te kai	i a koutou!

4 location sentences: pronoun in object phrase

location phrase	subject phrase	object phrase
Kei muri I am behind you.	ahau	i a koe.
Kei mua You are in front of me.	koe	i ahau.
Kei mua You are in front of me.	koe	i a au.
I runga ake The instructor was higher up than you two.	te kaitohutohu	i a kōrua.

Adding more People to Pronoun Phrases

Any phrase containing a dual or plural pronoun can be extended by adding the names or descriptions of the people represented by the pronoun. The new phrase or phrases are introduced by **ko**.

1 dual pronoun + ko + personal name

Dual phrases speak about two people in total.

EXAMPLES

Ka kōrero māua ko Mere ki a ia.
Mere and I spoke to him.

Ka kōrero ia ki a māua ko Mere.
He spoke to Mere and me.

Ko māua ko Mere ngā kaiāwhina.
Mere and I are the helpers.

He koretake kōrua ko Mere!
You and Mere are useless!

I roto rāua ko Mere i te whare.
He and Mere were in the house.

2 plural pronoun + ko + personal name(s)

Plural sentences talk about three or more people.

mātou ko Hata
He/she and I and Hata.
Hata and the rest of us.

koutou ko Hata ko Pani
You, Hata and Pani.
All of you and Hata and Pani.

As many further names as required can be added by introducing each one with **ko**.

EXAMPLES

No Te Kaha mātou ko Hata mā.
Hata and I and the rest are from Te Kaha.

Me haere koutou ko Hata ko Pani ki te tāone.
You and Hata and Pani ought to go to town.

Kei te kura rātou ko Hata ko Pani ko Mere.
They and Hata, Pani, and Mere are at the school.

3 dual pronoun + ko + definitive + noun

EXAMPLES

Kua mate māua ko taku teina.
My younger sister and I are sick.

Me kōrerorero kōrua ko te kaiako.
You and the teacher should have a talk.

He pai rāua ko tama hoa ki te waiata.
She and her friend are good singers.

4 plural pronoun + ko + definitive + noun

EXAMPLES

I āwhinatia rātou e mātou ko aku teina.
They were helped by me and my younger sisters.

Ka tatari au ki a koutou ko ngā kaiako.
I will wait for you and the teachers.

Ko rātou ko ō rātou hoa ngā mea ngaro.
They and their friends are the missing ones.

T-class possessive pronouns

- These are the definitives which say 'my', 'your', 'his', 'her', 'its', 'our', 'their'.
- T-class possessive pronouns begin with the letter **t** in the singular, and drop it in the dual and plural.

T-Class Possessive Pronouns + Noun

T-class possessive pronouns introduce a noun in any definite phrase:

EXAMPLES

Ko ā matou kurī ngā toa ki te tiaki hipi.
Our dogs are the champion sheep-musterers.

He mā tō rātou whare.
Their house is white.

I rere atu te manu ki tana kohanga.
The bird flew away to its nest.

Whakapiatia ō hū!
Polish your shoes!

T-Class Possessive Pronouns Standing Alone

T-class possessive pronouns stand alone as the subject phrase of a sentence, when the noun they refer to is already understood:

EXAMPLES

He-sentence:

He pukapuka kākārīki tāku. He whero āna.
Mine is a green book. His/hers are red.

Number sentence:

E rua āku āporo. E toru ā kōrua.
I have two apples. You (two) have three.

Category

Each possessive pronoun has both *o*- and *a*-category forms. In a particular sentence, the possessive pronoun takes the same category as the noun it defines:

tōku pāpā	my father
tāku tama	my son

■ For *o* and *a* category, see pages 101–116.

Number

There are singular, dual, and plural sets of *t*-class possessive pronouns:

singular	refers to one person
dual	refers to two people
plural	refers to any number of people over two

Singular T-Class Possessive Pronouns

single relationship or possession:

tōku	tāku	my
tōu	tāu	your
tōna	tāna	his, her

EXAMPLES

Homai tōku heru!
Give me my comb!

Tikina atu tāu pukapuka!
Go and get your book!

Kei te tū tāna irāmutu i runga i tōku kākahu mā.
His nephew is standing on my clean dress.

plural relationship or possession:

ōku	āku	my
ōu	āu	your
ōna	āna	his, her

EXAMPLES

Homai ōku heru!
Give me my combs!

Tikina atu āu pukapuka!
Go and get your books!

Kei te tū āna irāmutu i runga i ōku kākahu mā.
His nephews are standing on my clean clothes.

O/A Neutral Singular T-Class Possessive Pronouns

The singular possessive pronouns have a form which can be used to introduce either o- or a-category nouns. This form is in very common use, and we especially choose it when a short vowel makes the sentence flow better.

single relationship or possession:

taku	my
tō	your
tana	his/her

plural relationship or possession:

aku	my
ō	your
ana	his/her

Note: the neutral form cannot be used when a possessive pronoun stands alone as the subject of a sentence.

EXAMPLES

possessive pronoun + *α*-category noun **tamaiti**:

neutral form:

Kei hea taku tamaiti ināiane?
Where is my child now?

o/α-category form

Kei hea tāku tamaiti ināiane?

possessive pronoun + *o*-category noun **koti**:

Homai ō koti.

Give me your coats.

Homai ōu koti.

Dual and Plural Possessive Pronouns

We make the dual and plural possessive pronouns by putting the *t*-class possessive particles in front of the dual and plural personal pronouns.

The *t*-class possessive particles have *o*- and *α*-category forms:

singular: **tō, tā**
plural: **ō, ā**

Dual Possessive Pronouns

singular relationship or possession:

inclusive:	tō tāua	tā tāua	our (yours and mine)
exclusive:	tō māua	tā māua	our (his/hers and mine)
	tō kōrua	tā kōrua	your (belonging to the two of you)
	tō rāua	tā rāua	their (belonging to the two of them)

EXAMPLES

Ko Hera tō tāua hoa.
Hera is our friend.

Ka herea e ia tā tāua kuri.
He tied up our dog.

plural relationship or possession:

inclusive:	ō tāua	ā tāua	our (yours and mine)
exclusive:	ō māua	ā māua	our (his/hers and mine)
	ō kōrua	ā kōrua	your (belonging to the two of you)
	ō rāua	ā rāua	their (belonging to the two of them)

EXAMPLES

Ko Hēra rāua ko Ruku ō tāua hoa.
Hera and Ruku are our friends.

Ka herea e ia ā tāua kurī.
He tied up our dogs.

Plural Possessive Pronouns

singular relationship or possession:

<i>inclusive:</i>	tō tātou	tā tātou	our (belonging to you people and me)
<i>exclusive:</i>	tō mātou	tā mātou	our (belonging to them and me)
	tō koutou	tā koutou	your (belonging to you three or more)
	tō rātou	tā rātou	their (belonging to them, three or more)

EXAMPLES

Kotahi tō tātou maunga, ko Aorangi.
We have one mountain, Aorangi.

He tāne tā mātou ngeru.
Our cat is a male.

plural relationship or possession:

<i>inclusive:</i>	ō tātou	ā tātou	our (belonging to you people and me)
<i>exclusive:</i>	ō mātou	ā mātou	our (belonging to them and me)
	ō koutou	ā koutou	your (belonging to you three or more)
	ō rātou	ā rātou	their (belonging to them, three or more)

EXAMPLES

E rua ō tātou maunga.
We have two mountains.

He tāne ā mātou ngeru.
Our cats are male.

4

Classification sentences

- Classification sentences, or **he**-sentences, describe what someone or something is, or what qualities they have. They answer the questions 'What is?', 'What are?'
- Classification sentences are present or past tense.
- Classification sentences consist of two noun phrases:

he + information phrase + subject phrase

First (information) Phrase

The first phrase gives us information about the subject. The phrase opens with **he**, 'a' or 'some', which has the same form in both singular and plural sentences. The phrase consists of either:

- 1 **he** + noun;
- 2 **he** + noun + adjective;
- 3 **he** + adjective.

Second (subject) Phrase

The second phrase may be singular or plural, and consists of either:

- 1 **a** + personal name or place name;
- 2 pronoun;
- 3 definitive + noun;
- 4 *t*-class definitive.

EXAMPLES

- Because most nouns and adjectives have the same form in both singular and plural, most **he**-phrases do not tell us whether the sentence is singular or plural. For that we look at the subject phrase.

1 he + noun

	information phrase	subject phrase
singular:	He nēhi He/she is a nurse.	ia.
plural:	He nēhi They are nurses.	rātou.
singular:	He paraehe-niho This is a toothbrush.	tēnei.
plural:	He paraehe-niho These are toothbrushes.	ēnei.

2 he + noun + adjective

	information phrase	subject phrase
	He kāinga iti noa iho Christchurch is just a little village!	ā Ōtautahi!
	He mātua pai Pami and Hata are good parents.	ā Pani rāua ko Hata.

3 he + adjective

	information phrase	subject phrase
	He wera That is hot.	tēnā.
	He whero The flowers of the pohutukawa are red.	ngā pua o te pohutukawa.
	He tupuhi rawa atu He/she is so thin.	ia.
	He tupuhi rawa atu We are all so thin.	tātou katoa.

Note: Unlike other words which extend the meanings of adjectives, the adjective **tino** 'very' is placed before another adjective to increase its force:

He pō makariri tēnei.
This is a cold night.

He pō tino makariri tēnei.
This is a very cold night.

Plural Nouns

Some nouns have a plural form, which we use in **he**-phrases which open plural sentences.

There is only one noun which completely changes its form in the plural:

tamaiti	child
tamariki	children

Some kinship terms lengthen a vowel in the plural:

tuahine	sister
tuāhine	sisters
wahine	woman
wāhine	women
teina	younger sibling, same sex
tēina	younger siblings, same sex
tuakana	older sibling, same sex
tuākana	older siblings, same sex
tipuna	grandparent, ancestor
tīpuna	grandparents, ancestors

EXAMPLES

singular:

He wahine te hēkeretari.
The secretary is a woman.

plural:

He wāhine ngā hēkeretari.
The secretaries are women.

Plural Adjectives

Most adjectives have the same form whether the noun they describe is singular or plural:

te whare hou
the new house

ngā whare hou
the new houses

The following list of adjectives may repeat their first syllable when they are attached to plural phrases, but speakers may keep to the singular form.

singular

kino

koi

nui

pai

rahi

roa

bad

sharp

big

good, nice

large

long

plural

kikino

kokoi

nunui

papai

rarahi

roroa

EXAMPLES

<i>singular:</i>	He ara kino tēnei. This is a bad road.
<i>plural:</i>	He ara kikino ēnei. These are bad roads.

Multiplying the Information Phrase

We can use as many phrases introduced by **he** as we like in the first phrase.

EXAMPLES

<i>information phrase</i>	<i>subject phrase</i>
He pango, he parauri rānei Is your son's hair black or brown?	ngā makawe o tō tama?
He porotaka, he whero, he piata Cricket balls are round, red, and shiny.	te paoro kirikiti.

Emphatic Statements

In exclamations and emphatic statements, **he** is dropped off the beginning of the first phrase:

EXAMPLES

<i>statement:</i>	He pai rawa atu tāu mahi. Your work is very good.
<i>exclamation:</i>	Pai rawa atu tāu mahi! Your work is terrific!

Multiplying the Subject Phrase

We can use as many phrases as we like in the second phrase:

EXAMPLES

<i>information phrase</i>	<i>subject phrases</i>
He tāone pai Christchurch and Nelson are nice cities.	ā Ōtautahi, ā Whakatū hoki.
He pirau The oranges, peaches, and the pineapple are rotten.	ngā ārani, ngā pītiti me te paināporo.

Emphasising the Subject

The emphasis in any sentence is on the first phrase. When we want to especially emphasise the subject phrase, we transfer it to the start of the sentence and introduce it with the particle **ko**:

EXAMPLES

<i>unemphatic:</i>	He papa kōhatu a Pānia ināianei. Pania is a flat rock now.
<i>emphatic:</i>	Ko Pānia he papa kōhatu ināianei. As for Pania, she's a flat rock now.

Questions

Any **he**-sentence can be turned into a question by the way it is asked, or by the addition of a question mark when writing:

He ara kino tērā?
Is that a bad road?

Asking What?

We ask the question 'What?' with the phrase **he aha?** in both singular and plural sentences.

Questions are answered by replacing **aha** in the first phrase with the information required.

EXAMPLES

- In conversation, questions are usually answered in one phrase:

	<i>question phrase</i>	<i>subject phrase</i>
<i>question:</i>	He aha What's that?	tērā?
<i>answer:</i>	He manu. A kite.	
<i>question:</i>	He aha ērā? What are they?	
<i>answer:</i>	He manu. Kites.	

Negative classification sentences

- The word which makes classification sentences negative is **ehara**, 'not'.
- Negative classification sentences are present or past tense.
- Negative classification sentences consist of two noun phrases which reverse the order of affirmative sentences:

ehara + subject phrase + information phrase

First (subject) Phrase

The first phrase opens with **ehara**, which has the same form in both singular and plural sentences. The phrase consists of either:

- 1 **ehara** + **a** + personal name or place name;
- 2 **ehara** + pronoun;
- 3 **ehara** + definitive + noun;
- 4 **ehara** + *t*-class definitive.

Second (information) Phrase

The second phrase is introduced by the particles **i te**, whether the sentence is singular or plural. The phrase consists of either:

- 1 **i te** + noun;
- 2 **i te** + noun + adjective;
- 3 **i te** + adjective.

EXAMPLES

affirmative singular:

information phrase

He matua

Pani is a parent.

subject phrase

a Pani.

negative:

subject phrase

Ehara a Pani

Pani is not a parent.

information phrase

i te matua.

affirmative plural:

information phrase

He mātua

Pani and Hata are parents.

subject phrase

a Pani rāua ko Hata.

negative:

subject phrase

Ehara a Pani rāua ko Hata

Pani and Hata are not parents.

information phrase

i te mātua.

affirmative singular:

information phrase

He tohunga whakairo

The younger one is a master carver.

subject phrase

te teina.

negative:

subject phrase

Ehara te teina

The younger one is not a master carver.

information phrase

i te tohunga whakairo.

affirmative plural:

information phrase

He tohunga whakairo

The younger ones are master carvers.

subject phrase

ngā teina.

negative:

subject phrase

Ehara ngā teina

The younger ones are not master carvers.

information phrase

i te tohunga whakairo.

affirmative singular:

information phrase

He ngeru

That is a cat.

subject phrase

tērā.

negative:

subject phrase

Ehara tērā

That is not a cat.

information phrase

i te ngeru.

affirmative plural:

information phrase

He ngeru

Those are cats.

subject phrase

ērā.

negative:

subject phrase

Ehara ērā

Those are not cats.

information phrase

i te ngeru.

affirmative singular:

information phrase

He ara kino

This is a bad road.

subject phrase

tēnei.

negative:

subject phrase

Ehara tēnei

This is not a bad road.

information phrase

i te ara kino.

affirmative plural:

information phrase
He ara kikino
 These are bad roads.

subject phrase
ēnei.

negative:

subject phrase
Ehara ēnei
 These are not bad roads.

information phrase
i te ara kikino.

affirmative singular:

information phrase
He wera
 That plate is hot.

subject phrase
tēnā pereti.

negative:

subject phrase
Ehara tēnā pereti
 That plate is not hot.

information phrase
i te wera.

affirmative plural:

information phrase
He wera
 Those plates are hot.

subject phrase
ēnā pereti.

negative:

subject phrase
Ehara ēnā pereti
 Those plates are not hot.

information phrase
i te wera.

Comparing adjectives

- We can make adjectives express different degrees of force. 'More' and 'less' are called the 'comparative degree', and 'most' and 'least' are called the superlative degree, for example:

baseline description
 big
 small

comparative
 bigger
 smaller

superlative
 biggest
 smallest

Showing the Comparative Degree

To show 'more' we add **atu** or **ake** to the adjective:

nui
nui atu, nui atu

big, many
 bigger, more

pai
pai atu, pai ake

good, nice
 better, nicer

To show 'less' we add **iho** to the adjective:

kino	bad
kino iho	worse
iti	small, few
iti iho	smaller, fewer

Closing the Comparison

When we want to compare one thing with another, 'than' is expressed by the particle **i**.

EXAMPLES

He pai atu tēnei i tēnā.
This one is better than that.

He nui ake te moa i ngā manu katoa.
The moa was bigger than all other birds.

He poto rawa atu tōu kaka i tōku.
Your dress is much shorter than mine.

Showing the Superlative Degree

We have a choice in the way we can show 'most' and 'least'.

- 1 We can put **tino** before the adjective. For strong emphasis, we can use **te tino**.
- 2 We can put the particles **rawa atu**, **noa atu**, **noa iho** after the adjectives to intensify their force.

EXAMPLES

Homai te pūkēna nui rawa atu.
Give me the biggest pumpkin.

He pō tino makariri noa atu tērā.
That was an extremely dark night.

Kei te Taitokerau te kāuri te tino nui o te motu.
The biggest kauri in the land is in Northland.

5

Action sentences

- Action sentences describe an action.
- Action sentences can be in the active or passive voice.
- Basic action sentences consist of a verb phrase plus a noun phrase:

action phrase + subject phrase

Active voice

First (action) Phrase

The first phrase opens with an action particle which tells us what tense the sentence can be. The phrase consists of:

particle + verb

- For action particles see pages 44–47.

Second (subject) Phrase

The subject phrase tells us who or what performs the action. The second phrase may be singular or plural, and consists of either:

- 1 **a** + personal name or place name;
- 2 pronoun;
- 3 definitive + noun;
- 4 *t*-class definitive;
- 5 **he** + noun.

EXAMPLES

action phrase

subject phrase

present continuous:

Koī te tū
Rewi is standing.

a Rewi.

<i>action phrase</i>	<i>subject phrase</i>
<i>past continuous:</i>	
I te tū He was standing.	ia.
<i>continuous:</i>	
E tū ana The boy is standing. The boy was standing. The boy will be standing.	te tamaiti tāne.
<i>past:</i>	
I tū A certain boy stood.	tētahi tamaiti tāne.
<i>perfect:</i>	
Kua tū This one has stood.	tēnei.
<i>new action:</i>	
Ka tū A boy stood. A boy stands. A boy will stand.	he tamaiti.

Note: **he** means 'a' or 'some' in the sense of 'a representative of that class of thing', and is not used often as a subject phrase. Much more commonly 'a' or 'some' means 'a certain' and we express this with the *t*-class definitive: **tētahi** = a; **ētahi** = some.

Action particles

The particle which opens the first phrase of an action sentence sets the tense of the sentence.

Note: in the tenses marked below with an asterisk*, the action particle changes its form in the negative.

*Present Continuous: *Kei te*

Kei te describes an action which is happening as we speak:

Kei te kōrero ngā wāhine.
The women are talking.

Present Continuous Negative: *I te*

Kāore ngā wāhine i te kōrero.
The women are not talking.

Past Continuous: *I te*

I te describes an action which was continuing in the past:

I te kōrero ngā wāhine.
The women were talking.

Past Continuous Negative: *I te*

The distinction between present and past continuous is lost in the negative, and we must decide on the tense of the sentence from the context – that is, from what we already understand of the conversation or story.

Kāore ngā wāhine i te kōrero.
The women were not talking.

Continuous: *E + verb + ana*

E + verb + ana expresses the idea of an action going on, and can be used in past, present, or future sentences. **E . . . ana** surrounds the verb it introduces:

E kōrero ana ngā wāhine.
The women are talking.
The women were talking.
The women will be talking.

Continuous Negative: *e + verb + ana*

Kāore ngā wāhine e kōrero ana.
The women are not talking.
The women were not talking.
The women will not be talking.

Past: *I*

I describes an action which happened in the past, and is therefore now 'history':

I kōrero ngā wāhine.
The women spoke.

Past Negative: *I*

Kāore ngā wāhine i kōrero.
The women did not speak.

*Perfect: *Kua*

The perfect tense, (this term is inherited from English grammar), describes the action that has taken place to produce the present status of the subject. In English we express the perfect tense with 'has', 'have', or 'had':

The women have spoken (that is the situation now).
The speeches have begun (are going on now).

Kua kōrero ngā wāhine.
The women have spoken.

Kua tīmata ngā mihimihi.
The speeches have begun.

Perfect Negative: *Kāore*

The perfect tense often adds **anō** 'yet' to the negative word **kāore** to suggest that although some action has not happened, it is expected to:

Kāore anō ngā wāhine kia kōrero.
The women have not yet spoken.

Kāore anō ngā mihimihi kia tīmata.
The speeches of welcome have not begun yet.

*Inceptive, or New Action Marker: *Ka*

'Inceptive' means 'begins something', and **ka** introduces a new action into a narrative. It expresses the idea of 'and then this happened'. **Ka** can refer to the past, present, or future.

New Action Past: *Ka*

Ka mutu te mahi inanahi, ka haere mātou ki te tāone.
When yesterday's work was finished, we went to town.

In the past tense, **ka** may introduce a new action in a story which is otherwise told in verb statements introduced by the past tense action particle **i**. But often a past tense narrative will be told in a succession of **ka** phrases:

Ka whakatika te ope, ka haere, ka tae ki tētahi awa.
The party set off, travelled along, and came to a river.

New Action Past Negative: *Kāore*

Kāore mātou i haere ki te tāone.
We did not go to town.

New Action Present: *Ka*

In the present tense, **ka** sentences make a statement of fact. **Ka** can be used to describe an action which is habitual, for example:

Ka haere mātou ki te tāone i ngā Tāite.
We go to town on Thursdays.

New Action Present Negative: *E*

Kāore mātou e haere ki te tāone i ngā Tāite.
We do not go to town on Thursdays.

New Action Future: *Ka*

Āpōpō ka haere mātou ki te tāone.
Tomorrow we will go to town.

New Action Future Negative: *E*

Kāore mātou e haere ki te tāone āpōpō.
We won't go to town tomorrow.

Extending action sentences with an object phrase

A basic action sentence in the active voice consists of a verb phrase plus a noun phrase. We can extend this with a phrase which tells us who or what the action relates to.

For example, this sentence simply tells us what the girl was doing.

action phrase *subject phrase*

I te kai te kōtiro.
The girl was eating.

By adding an object phrase, we find out what the girl was eating:

action phrase *subject phrase* *object phrase*

I te kai te kōtiro i te āporo.
The girl was eating the apple.

Introducing the Object Phrase

Object phrases in action sentences are introduced by the connecting particles **i** or **ki**. Which one we use depends on the verb in the action phrase, as some verbs must be followed by **i**, and a smaller number by **ki**.

- For a list of verbs which introduce their object phrase with **ki**, see pages 49–50.

Object Phrase

The phrase may be singular or plural and consists of either:

- 1 i or **ki** + **a** + personal name;
- 2 i or **ki** + **a** + pronoun;
- 3 i or **ki** + definitive + noun;
- 4 i or **ki** + *t*-class definitive.

EXAMPLES

<i>action phrase</i>	<i>subject phrase</i>	<i>object phrase</i>
Kei te rapu Our cat is searching for his tea.	tā mātou ngeru	i tāna kai.
Ka kite He sees the fantail.	ia	i te tiwaiwaka.
Kei te titiro That cat is looking at his meal.	taua ngeru	ki tāna kai.
Kei te whakatoi The fantail is teasing Pussy.	te tiwaiwaka	ki a Poli.
Ka hopu Pussy catches the bird.	a Poli	i te manu.
Ka tangi atu The bird calls to his friends.	te manu	ki ana hoa.
Ka aroha mai The birds take pity on him.	ngā manu	ki a ia.
Ka āwhina They help the fantail.	aua manu	i te tiwaiwaka.
Ka pā The beaks of the birds strike the cat's eyes.	ngā ngutu o ngā manu	ki ngā whatu o te ngeru.
Kua kī His nose is full of feathers.	tana ihu	i te huruhuru.
Ka kī The cat scrys to the birds: 'Well then, fly away!'	te ngeru	ki ngā manu: 'Kāti, rere atu!'

Kei te mitimiti ia
He is licking his face.

i tana kanohi.

Ka whāngai a Pāpā
Dad will feed this unlucky cat.

i tēnei ngeru aituā.

Verbs which Introduce their Object with *ki*

There is a general parallel between English and Maori in that verbs in English which are followed by 'to', 'at', 'for' introduce their object phrase with **ki** in Maori. We can call these 'direction objects'. For example:

tatari ki	wait for
titiro ki	look at
whakarongo ki	listen to

Action verbs where there is felt to be a bond between the subject and object also introduce their object with **ki**. For example:

aroha ki	love
mahara ki	remember

Note: action verbs may have ordinary objects or direction objects according to the kind of statement:

Ka tuhi ia i ngā kupu.
He wrote the words.

Ka tuhi ia ki tana hoa.
He wrote to his friend.

Below is a list of some common verbs which normally introduce their object phrase with **ki**:

aroha (ia)	to love, pity
eke (a)	to go up onto
hiahia (tia)	to desire, want
mahara (tia)	to remember, to think of
mātakitaki (tia)	to watch
mātau (ia)	to know
mihi (a)	to greet
mōhio (tia)	to know
pā (ngia)	to strike
pai (ngia)	to like
pātai (tia)	to question
pupuri (puritia)	to hold (both i and ki are used with pupuri)
rapu (a)	to seek (both i and ki are used with rapu)
whakahoki (a)	to reply
rongo (na)	to hear (both i and ki are used with rongo)
tae (a)	to reach

tangi (hia)	to weep for
tatari (tāria)	to wait for
titiro (tirohia)	to look at
tomo (kia)	to enter
tūmanako (hia)	to hope
ui (ā)	to ask
wareware (tia)	to forget
wehi (ngia)	to fear
whawhai (tia)	to fight
whakaae (tia)	to agree
whakahoki (ā)	to reply
whakakino (ngia)	to refuse
whakapono (ā)	to believe
whakarongo (nā)	to listen for
whakateka (ia)	to disbelieve

Negative action sentences

- The word that makes action sentences negative is **kāore**, 'not'.
- Some action particles change their form in negative sentences.
- Basic negative action sentences consist of two phrases:

kāore + subject phrase + action phrase

First (subject) Phrase

The first phrase opens with **kāore**, which has the same form in both singular and plural sentences. The subject phrase tells us who or what did not do something, and consists of either:

- 1 **kāore** + **ā** + personal name or place name;
- 2 **kāore** + pronoun;
- 3 **kāore** + definitive + noun;
- 4 **kāore** + *t*-class definitive;
- 5 **kāore** + **he** + noun.

Second (action) Phrase

The action phrase opens with an action particle.

- For negative action particles, see pages 45–46.

EXAMPLES

present continuous affirmative:

<i>verb phrase</i>	<i>subject phrase</i>
Kei te tū	ā Rewi.
Rewi is standing.	

negative:

subject phrase
Kāore a Rewi
 Rewi is not standing.

action phrase
i te tū.

past continuous affirmative:

action phrase
I te tū
 He was standing.

subject phrase
ia.

negative:

subject phrase
Kāore ia
 He was not standing.

action phrase
i te tū.

continuous affirmative:

action phrase
E tū ana
 The boy is standing.
 The boy was standing.
 The boy will be standing.

subject phrase
te tamaiti tāne.

negative:

subject phrase
Kāore te tamaiti tāne
 The boy is not standing.
 The boy was not standing.
 The boy will not be standing.

action phrase
e tū ana.

past affirmative:

action phrase
I tū
 A certain boy stood.

subject phrase
tētahi tamaiti tāne.

negative:

subject phrase
Kāore tētahi tamaiti tāne
 A certain boy did not stand.

action phrase
i tū.

perfect affirmative:

action phrase
Kua tū
 This one has stood.

subject phrase
tēnei.

negative:

<i>subject phrase</i> Kāore anō tēnei This one has not [yet] stood.	<i>action phrase</i> kia tū.
--	--

new action past:

<i>action phrase</i> Ka whānau A child was born.	<i>subject phrase</i> he tamaiti.
---	---

negative:

<i>subject phrase</i> Kāore he tamaiti No child was born.	<i>action phrase</i> i whānau.
--	--

new action present:

<i>action phrase</i> Ka whānau A child is born.	<i>subject phrase</i> he tamaiti.
--	---

negative:

<i>subject phrase</i> Kāore he tamaiti No child is born.	<i>action phrase</i> e whānau.
---	--

new action future:

<i>action phrase</i> Ka whānau A child will be born.	<i>subject phrase</i> he tamaiti.
---	---

negative:

<i>subject phrase</i> Kāore he tamaiti No child will be born.	<i>action phrase</i> e whānau.
--	--

Extending Negative Sentences with an Object Phrase

The object phrase remains in the last position in negative action sentences:

Kāore + subject phrase	action phrase	object phrase
Kāore a Pāpā Dad will not feed this cat.	e whāngai	i tēnei ngeru.

Kāore + <i>subject phrase</i>	<i>action phrase</i>	<i>object phrase</i>
Kāore tā mātou ngeru	i te tatari	ki tāna kai.
Our cat is not waiting	for his tea.	

Questions

Any action sentence can be turned into a question by the way it is asked, or by the addition of a question mark when writing:

EXAMPLES

Kei te haere mai a Hata.
Hata is coming.

Kei te haere mai a Hata?
Is Hata coming?

Questions about the Action

We ask 'what is the subject doing?' with the interrogative (question asking) action verb **aha** in the first phrase. The question is answered by replacing **aha** with another action verb.

EXAMPLES

Kei te aha **a Hēra?**
What is Hera doing?

Kei te moe **ia.**
She is sleeping.

I aha **ērā tamariki?**
What did those children do?

I tahitahi **ngā tamariki i te papa.**
The children swept the floor.

Asking Who Performs the Action

We ask 'who performs the action?' with the definite question phrase **ko wai?/ko wai mā?**

The phrase order is:

question phrase + action phrase [+ object phrase]

The question is answered by replacing **wai** with the information required.

EXAMPLES

<i>question:</i>	<i>question phrase</i> Ko wai Who is sleeping?	<i>action phrase</i> kei te moe?
<i>answer:</i>	<i>subject phrase</i> Ko ia She is sleeping.	<i>action phrase</i> kei te moe.
<i>question:</i>	<i>question phrase</i> Ko wai mā Who were arguing?	<i>action phrase</i> i te totohe?
<i>answer:</i>	<i>subject phrase</i> Ko ngā rōpū e rua The two groups were arguing.	<i>action phrase</i> i te totohe.

Questions that ask 'Which?' or 'What?'

We ask these questions with **tēhea/ēhea?** or **ko te/ngā aha?** in the first phrase, and answer them by replacing **tēhea/ēhea** and **ko te/ngā aha** with the information required.

EXAMPLES

	<i>question phrase</i>	<i>action phrase</i>
<i>question:</i>	Ko tēhea Which has been fixed?	kua whakapaitia?
<i>answer:</i>	Ko tērā. That one.	
<i>question:</i>	Ko ēhea Which ones are going?	e haere ana?
<i>answer:</i>	Ko ngā mea The ones standing up.	e tū ana.
<i>question:</i>	Ko te aha What is banging against the window?	kei te tukituki ki te wini?
<i>answer:</i>	Ko te manga It's the branch banging against the window.	kei te tukituki ki te wini.

Negative Questions

Any negative action sentence can be turned into a question by the way it is asked, or by the addition of a question mark when writing:

EXAMPLES

Kāore a Hata i te haere mai.
Hata is not coming.

Kāore a Hata i te haere mai?
Isn't Hata coming?

Negative Questions about the Subject

Questions are asked with **wai**, **tēhea/ēhea** or **ko te/ngā aha** in a phrase which consists of:

question phrase + negative action phrase

Questions are answered by replacing with a subject.

EXAMPLES

	<i>question phrase</i>	<i>kaore + action phrase</i>
question:	Ko wai Who is not coming?	kāore i te haere mai?
answer:	Ko Riki Riki is not coming.	kāore i te haere mai.
question:	Ko ēhea Which ones are not coming?	kāore i te haere mai?
answer:	Ko ngā mea nei. These ones.	

Passive voice

Passive Action Verbs

- Passive verbs describe an action that happens to the subject, or is done to the subject.
- Action verbs are made passive by adding a passive ending to them.

Choosing the Right Passive Ending

Each action verb has its own particular passive ending, which dictionaries usually give after the verb. For example, most two syllable verbs which end with an **e** take the passive ending **a**.

kite (-a) see; find; discover

Kite is the active form of this verb. Its passive form is:

kitea be seen; be found; be discovered

Verbs which Change Form in the Passive

1 A few verbs lengthen their first vowel in the passive.

EXAMPLES

active	tiki	fetch
passive	tīkina	be fetched
active	whai	chase, follow
passive	whāia	be chased, be followed
active	wawahi	break
passive	wāhia	be broken

2 Verbs which repeat syllables drop the repetition in the passive, and in some cases lengthen their vowel:

active	tatari	wait
passive	tāria	be waited for
active	titiro	look, consider
passive	tirohia	be looked at, be considered
active	pupuri	hold
passive	puritia	be held
active	pūpuhi	shoot
passive	pūhia	be shot
active	papakī	slap
passive	pakia	be slapped
active	roromi	squeeze
passive	romia	be squeezed
active	tuhituhi	write
passive	tuhia	be written
active	wawahi	break
passive	wāhia	be broken

Note: while each verb appears in dictionaries with its traditional passive ending; speakers in some areas have developed a preference for a particular ending. For example, among many Ngati Porou, the ending **-ngia** is preferred in conversation.

Passive action sentences

- Passive action sentences describe an action which is done, or happens, to us.
- Passive action sentences open with the same action particles which open action sentences.
- Basic passive action sentences consist of a verb phrase + a noun phrase:
passive action phase + subject phrase

First (passive action) Phrase

The first phrase opens with an action particle which tells us the tense of the sentence. The phrase consists of:

action particle + passive action verb

Second (subject) Phrase

The subject phrase tells us what happens to the subject. The phrase may be singular or plural, and consists of:

- 1 **a** + personal name or place name;
- 2 pronoun;
- 3 definitive + noun;
- 4 *t*-class definitive;
- 5 **he** + noun.

EXAMPLES

We will use the following passive action verbs:

<i>passive:</i>	wete wetekia	set free; untie be set free; be untied
<i>passive:</i>	inu inumia	drink be drunk
<i>passive:</i>	aroha arohaina	love; feel sympathy with be loved; be cared for
<i>passive:</i>	kimi kimihia	seek; look for be sought; be looked for
<i>passive:</i>	kai kaiinga	eat be eaten
<i>passive:</i>	pānui pānuitia	read out be read out

	<i>verb phrase</i>	<i>subject phrase</i>
<i>present continuous:</i>		
	Kei te wetekia	a Rewi.
	Rewi is being untied.	
<i>past continuous:</i>		
	I te pānuitia	te kupu.
	The message was being read out.	
<i>continuous:</i>		
	E kimihiā ana	he tikanga.
	A plan is being sought.	
	A plan was being sought.	
<i>past:</i>		
	I kainga	ngā kina katoa.
	All the kina were eaten.	
<i>perfect:</i>		
	Kua inumia	ā tātou waireka.
	Our soft drinks have been drunk.	
<i>new action:</i>		
	Ka arohaina te iwi.	
	The people were cared for.	
	The people are cared for.	
	The people will be cared for.	

Extending passive action sentences with an agent phrase

We can extend passive action sentences with a phrase which tells us who or what performed the action.

For example, this sentence simply tells us what happened to the bird:

I hopukia tēnei manu.
This bird was caught.

By adding an agent phrase, we find out who or what did the catching:

<i>passive action phrase</i>	<i>subject phrase</i>	<i>agent phrase</i>
I hopukia	tēnei manu	e te ngeru.
This bird was caught by the cat.		

Agent Phrase

Agent phrases in passive action sentences are introduced by the agent particle **e**. **E** introduces a singular or plural phrase which consists of either:

- 1 **e** + personal name;
- 2 **e** + pronoun;
- 3 **e** + definitive + noun;
- 4 **e** + *t*-class definitive.

EXAMPLES

While the passive voice is commonly used in Maori, we can choose to translate it into the active voice. For example:

Ka patua ia e te tamaiti rahi.

passive translation: He was hit by the big boy.
active translation: The big boy hit him.

	<i>verb phrase</i>	<i>subject phrase</i>	<i>agent phrase</i>
<i>present continuous:</i>			
	Kei te wetekia	a Rewi	e tana hoa.
	Rewi is being untied by his friend.		
<i>past continuous:</i>			
	I te pānuitia	te kupu	e te kaiwhakahaere.
	The message was being read out by the organiser.		
<i>continuous:</i>			
	E kimihiā ana	he tikanga	e ngā āpiha.
	A plan is/was being sought by the officials.		
<i>past:</i>			
	I kainga	ngā kina katoa	e rātou.
	All the kina were eaten by them.		
<i>perfect:</i>			
	Kua inumia	ā tātou waireka	e ngā pakeke.
	Our soft drinks have been drunk by the adults.		
<i>new action:</i>			
	Ka arohaina	te iwi	e Te Atua.
	The people were/are/will be cared for by God.		

Negative passive action sentences

- Basic negative passive action sentences consist of two phrases:

kāore + subject phrase + passive action phrase

EXAMPLES

Kāore + <i>subject phrase</i>	<i>passive action phrase</i>	<i>agent phrase</i>
Kāore a Rewi Rewi is not/was not being chased.	i te whāia.	
Kāore a Rewi Rewi is/was not being chased by them.	i te whāia	e rātou.
Kāore rāua They were not chased by Rewi.	i whāia	e Rewi.
Kāore ia His friends aren't/weren't looking for him.	i te kimihiā	e ōna hoa.
Kāore anō auā nanakia Those rascals have not yet been punished.	kia whiua.	
Kāore tēnei She won't let this one go.	e tukua kia haere	e ia.

Changing the Order of the Phrases

When we want a special emphasis on the passive action phrase, it can follow **kāore** in the first phrase:

kāore + *passive action phrase* *subject phrase*

Kāore anō kia kitea **te kōtiro iti.**
The little girl has not yet been found.

When such a sentence also has an agent phrase, it can come either:

- 1 *after the action phrase (especially if the agent phrase is very short):*

<i>action phrase</i>	<i>agent phrase</i>	<i>subject phrase</i>
Kāore anō kia kitea	e ia	tāna tamāhine.
He has not yet found his daughter.		

- 2 *after the subject phrase:*

<i>action phrase</i>	<i>subject phrase</i>	<i>agent phrase</i>
Kāore anō kia kitea	te kōtiro	e ngā kaikimi.
The girl has not yet been found by the searchers.		

Direction and location indicators

Direction Indicators

An action can have one of four basic directions in relation to the subject of a verb sentence:

towards, away, up, down.

These directions are expressed with direction indicators which are attached to the verb in any type of verb sentence:

mai	towards the subject or the speaker/writer
atu	away from the subject or the speaker/writer
ake	up from the subject or the speaker/writer
iho	down from the subject or the speaker/writer

The direction indicators express one of two relationships:

- 1 *the relationship in space between the subject of an active sentence and the object:*

action phrase	subject phrase	object phrase
Ka titiro ake	a Rona	ki te marama.
Rona looked up at the moon.		

Ka titiro iho	te marama	ki a Rona.
The moon looked down at Rona.		

- 2 *The relationship between the speaker or writer and the person or people he/she is speaking to.*

In the following sentence **mai** tells us that the speaker or writer – who is not mentioned – is in Christchurch:

Ka tae mai rāua ki Ōtautahi.
They arrived (here where I am) in Christchurch.

Atu tells us that the speaker/writer is not in Christchurch:

Ka tae atu rāua ki Ōtautahi.
They arrived (there) in Christchurch.

In the following commands the direction indicators express the relationship between the unnamed speaker and whoever he or she is speaking to:

Haere mai, tamariki mā!
Come here, children!

Oma atu, tamariki mā!
Run away, children!

Whakarongo mai!

Listen (here)!

Whakarongo atu!

Listen (out for something)!

EXAMPLES

1 mai (indicates direction towards the speaker or writer)

- Direction particles are not always expressed in English translation.

Titiro mai, whakarongo mai, kōrero mai!

Look, listen, and speak!

Tama ngākau mārie – arohaina mai.

Son with a heart of peace – have compassion on us.

Me kōrero mai anō koe.

You'd better speak to me again.

Karanga mai, karanga mai, karanga mai!

Call me, call me, call me!

Kua tae mai a Hōne.

Hone has arrived.

I rere mai te kaupuke.

The ship sailed here.

Ka puta mai te Ao Mārama.

The world of light came forth.

2 atu (indicates direction away from speaker or writer)

Haere atu!

Go away!

I te ono karaka, kua tae atu rātou ki Ōmihi.

By six o'clock they had got to Ōmihi.

E oma atu ana ā tāua tamariki hōhā.

Our exasperating children are running away.

Note: *atu* is used with verbs which mean 'fetch' or 'bring' when the idea expressed is 'go and get':

Tikina atu tō pāpā!

Fetch your father!

Go and get your father!

3 ake (indicates direction upward from speaker or writer)

I piki ake tō mātou rōpū ki te tihi o Taranaki maunga.
Our group climbed up to the summit of Mt Taranaki.

E titiro ake ana au.
I was looking up.

4 iho (indicates direction downward)

Peke iho!
Jump down!

Kua tau iho te kōtuku.
The white heron has landed.

Ātaahua hoki te tiaho iho o ngā whetū!
How lovely the stars are shining down!

Direction Indicators in the Continuous Tense

When we use direction indicators in an **e** + verb + **ana** phrase, they come before **ana**:

Auē! E haere tonu mai ana te pūru!
Oh! The bull is still coming!

E oma atu ana ngā tamariki.
The children are running away.

When the Verb has another Adverb Attached

The direction indicators follow **tonu**, **kē**, and **rawa**:

Tae tonu mai te ope ki konei, ka eke ki te marae.
As soon as the party got here, they went onto the marae.

Tū kē atu tērā maunga.
That mountain stands apart.

Whānau rawa mai te tamaiti.
At last the child was born.

The direction indicators are placed before **anō** and **hoki**:

Kōrero mai anō, e Rewi.
Tell me again, Rewi.

Ka rere iho te tiwaiwaka, rere iho hoki tana hoa.
The fantail flew down, and so did her mate.

Expressing Implicit Relationships

The direction indicator **mai** can express relationships which have no English equivalent. If we are thinking about someone or something distant in space or time, our sense of relationship across the distance is expressed with **mai**:

E noho mai ana tāku tamāhine i Ōtautahi.
My daughter is living in Christchurch.

Ka tū mai Aorangi, te tipuna maunga o Waitaha.
There stands Aorangi (Mt Cook), the ancestral mountain of the Waitaha people.

Tēnā koutou e noho mai na i Pōneke!
Greetings to you living in Wellington!

Direction and location phrases

Extending Verb Sentences with Direction Phrases

Direction phrases express 'from' and 'to'.
Direction phrases are introduced by the particles **i** or **ki**.

i = from, indicates direction away
ki = to, indicates direction towards

Direction phrases may be singular or plural and consist of either:

- 1 **i** or **ki** + **a** + personal name;
- 2 **i** or **ki** + place name or location noun;
- 3 **i** or **ki** + **a** + pronoun;
- 4 **i** or **ki** + definitive + noun;
- 5 **i** or **ki** + *i*-class definitive.

EXAMPLES

Kei te whakatika te ope i Heihei.
The party is setting out from Heihei.

Tangohia i te tēpu!
Take it off the table!

Kua wehe rātou i te rōpū matua.
They have separated from the parent organisation.

Kaua e mauria tērā poaka ki te kāinga!
Don't bring that pig home!

Kua haere mai a Pita i Oamaru.
Pita has come from Oamaru.

I tāhaetia te patu pounamu i te whare taonga.
The greenstone patu was stolen from the museum.

I te oma atu te hōiho i a Maaka.
The horse was running away from Maaka.

I whāia ia i tāna hōiho ki te awa.
He chased his horse to the river.

Rere atu i reira!
Get out of there!

Kawea atu ahau ki tō tumuaki!
Take me to your leader!

Me haere tātou ki tua o tēnei maunga.
We've got to go over this mountain.

Haere mai ki tō Koro, e Wī!
Come here to your Grandad, Wi.

Ka hoe te waka ki uta.
The canoe paddled ashore.

I ahu te ara ki te rerenga mai o te rā.
The path pointed towards the rising sun.

E tata ana rāua ki Tāmaki-māhau.
They were approaching Auckland.

Ka rere atu tāna tama ki a Māui.
Maui's son rushed off to him.

I kawea mātou e Ruku ki te tāone.
Ruku took us to town.

Tīkina he wai i te awa!
Get some water from the river!

Note: direction phrases are normally in last place, as in the sentences above, but the sentence may contain more than one direction phrase:

<i>direction phrase</i>	<i>direction phrase</i>
Ka haria ki tētahi tohunga te pounamu e tāhaetia i te whare nui.	
The greenstone which was stolen from the meeting house was taken to a tohunga.	

Extending Verb Sentences with Location Phrases

Location phrases express 'at', 'in', or 'by'. Location phrases are introduced by the particle **i**.

EXAMPLES

E tū ana mātou i te roto.

We were standing by the lake.

I tatari te ope i te teihana.

The group waited at the station.

Ka kitea ia e Hōne i ngā toa.

Hone saw him at the shops.

6

Command sentences

- Command sentences are always addressed to 'you'. They order you to do something.
- Command sentences are made with action verbs.
- Basic command sentences consist of two phrases:
command phrase + subject phrase

Active and Passive Voice Commands

There are two kinds of commands, and most action verbs can be used in both:
1 *commands which tell you to perform an action:*

Stop!
Go!
Smile!

These commands are made with the active form of an action verb.

2 *commands which tell you to do something to someone or something else:*

Feed the baby!
Turn on the light!
Shut the door!

These commands are made with the passive form of an action verb.

Choosing Active or Passive Commands

The choice depends on what we want to say. For example we can tell someone to 'Eat up' meaning simply 'get on with it'. We are not interested in what they are eating, but with an action. This is expressed as an active voice command:

E kail!
Eat!

We can also tell them what to eat, for example 'Eat your breakfast!' We are interested here with what the action of 'eating' is performed on. This is expressed as a passive voice command:

Kainga tō parakuihi!
Eat your breakfast!

Verbs which Introduce their Object with *ki*

These verbs are most often used in active commands, but sometimes are found in passive voice commands.

When the emphasis is on the movement, or action, we choose the active voice:

Titiro ki te maunga!
Look at the mountain.

When the emphasis is on the goal of the action, we choose the passive voice:

Tirohia te maunga!
Look at the mountain!

Verbs which Describe Movement

Verbs which describe movement in ordinary circumstances make their commands in the active voice, for example when we tell someone to:

run
go away
come
enter
leave
sit
stand
lie down

Active voice command sentences

- Active voice commands tell you to perform an action. The sentence consists of:

command phrase + subject phrase

- The subject phrase, which is always 'you' (singular, dual, or plural), is usually not expressed.

Command Phrase

Note: whether or not the command phrase opens with the verb particle **e** depends on how many syllables the verb has. For how to count the syllables of verbs, see page 71.

1 when the verb has two syllables

The command phrase opens with the particle **e** if the active verb which follows it consists of two syllables. The command phrase consists of:

e + action verb

EXAMPLES

<i>command phrase</i>	<i>subject phrase</i>
E oma Run!	[koe, kōrua, koutou!]
E tū! Stand!	
E noho! Sit!	
E tangi! Cry!	
E kata! Laugh!	
E moe! Sleep!	
E ara! Wake up!	

2 two-syllable verb + direction indicator

When a two-syllable verb is followed by **mai**, **atu**, **ake**, or **iho**, verb + direction indicator form one unit, and the phrase does not open with **e**. The phrase consists of:

active verb + direction indicator

EXAMPLES

Oma atu! Run away!
Noho iho! Sit down!
Tū ake! Stand up!
Moe mai! Sleep! [mai means as I watch, or think of you]

3 verbs of three syllables or more

When the action verb has more than two syllables, the command phrase does not open with the particle **e**. The phrase consists of:

action verb alone

EXAMPLES

Haere!

Go!

Whakarongo!

Listen!

Titiro mai!

Look at me!

Look here!

Kōrero atu!

Speak out!

Waiata!

Sing!

Adding More Phrases

The addition of further phrases does not affect the command phrase.

EXAMPLES

Tatari i te kēti!

Wait at the gate!

E oma ki a Whata!

Run to Whata!

Titiro ki te papatuhituhi!

Look at the blackboard!

Haere atu i konei!

Go away from here!

Haere mai ki tō tipuna whare!

Welcome (come) to your ancestral house!

Kuhu mai ki roto!

Come inside!

Noho mai i te kūaha!
Sit down here by the door!

E tū i runga i te tūru!
Stand on the chair!

Syllables

We need to know how to count syllables in order to decide whether an action verb is introduced by the calling particle **e** in an active voice direct command.

Maori syllables consist of:

- 1 consonant + one vowel;
- 2 vowel alone.

Long Vowels

Both a macron over a vowel and a double vowel indicate a long vowel:

ā	or	aa	long a
ē		ee	long e
ī		ii	long i
ō		oo	long o
ū		uu	long u

Note: as only one vowel can occupy any syllable, long vowels are two syllables. For example, **tū** or **tuu**, 'stand', is a two syllable word:

<i>first syllable</i>	<i>second syllable</i>
tu	u

Examples of Syllable Length

te		1 syllable	the (singular)
ngā	nga/a	2 syllables	the (plural)
haere	ha/e/re	3 syllables	go
kōrero	ko/o/re/ro	4 syllables	talk
waenganui	wa/e/nga/nu/i	5 syllables	among
āpōpō	a/a/po/o/po/o	6 syllables	tomorrow

Negative active voice commands

- The word that makes command sentences negative is **kaua**, 'do not'.
- Negative active voice commands open with the verb particle **e**.
- Basic negative command sentences consist of two phrases:

kaua [+ subject phrase] + **e** + command phrase

First (subject) Phrase

The first phrase opens with **kaua**, which has the same form in both singular and plural sentences. The subject of the command is 'you' – singular, dual, or plural – but it is usually not expressed. The phrase consists of:

kaua [+ *koe, kōrua, koutou*]

Second (command) Phrase

The command phrase opens with the particle **e**, regardless of the length of the action verb. The phrase consists of:

e + action verb in the active voice [+ further phrases]

EXAMPLES

kaua [+ <i>subject phrase</i>]	<i>command phrase</i>	<i>direction or location phrase</i>
Kaua [<i>koe/kōrua/koutou</i>] Don't run!	e oma!	
Kaua Do not stand!	e tū!	
Kaua Don't run away!	e oma atu!	
Kaua Do not sit down!	e noho iho!	
Kaua Don't go!	e haere!	
Kaua Do not listen to him!	e whakarongo	ki a ia!
Kaua Don't look at me! Don't look here!	e titiro mai!	
Kaua Don't look up!	e titiro ake!	
Kaua Do not sing!	e waiata!	
Kaua Do not wait at the gate!	e tatari	i te kēti!

<i>kaua [+ subject phrase]</i>	<i>command phrase</i>	<i>direction or location phrase</i>
Kaua Do not run to Whata!	e oma	ki a Whata!
Kaua Do not leave here!	e haere atu	i konei!
Kaua Don't come inside!	e kuhu mai	ki roto!
Kaua Don't stand on that chair!	e tū	i runga i tērā tūru!

Passive voice commands

- Passive voice commands tell you to do something to something or someone else.
- Basic passive command sentences consist of:
command phrase + subject phrase

First (command) Phrase

This consists of a passive verb on its own.

Subject Phrase

The subject phrase may be singular or plural, and consists of either:

- 1 **a** + personal name or place name;
- 2 pronoun;
- 3 definitive + noun;
- 4 *t*-class definitive;
- 5 **he** + noun

When it is clear from the conversation or story, the subject phrase is often left out.

EXAMPLES

<i>command phrase</i>	<i>subject phrase</i>
Tiakina Look after Reremoana!	a Reremoana!
Āwhinatia Help them!	rātou!
Horoia Wash the little children's faces!	ngā kanohi o ngā tamariki nohinohi!
Whakapaitia Make the beds!	ngā moenga!
Tahia Sweep the path.	te ara!
Kei hea ō hū? Kimihia! Where are your shoes? Look for them!	
Haria Carry these!	ēnei!
Mauria atu Take those knives away!	ērā oka!
Auē, he pūngāwerewere nui! Patua! Oh dear, a big spider! Kill it!	
Tirohia! Look at it!	
Tikina Fetch some water!	he wai!

Adding Further Phrases

Further phrases are in the last position:

<i>command phrase</i>	<i>subject phrase</i>	<i>direction/location phrase</i>
Tukua Send [it] to the paper!		ki te nūpepa!
Herea Tie the dogs up outside!	ngā kurī	i waho!

Hoatu **te tuna** **ki te pōke!**
Put the eel in the sack!

Note: **hoatu** 'give', 'put' (away from the speaker/writer) and **homai** 'give' 'put' (towards the speaker/writer) keep the same form in both the active and passive voice.

Negative passive voice commands

- The word that makes command sentences negative is **kaua**, 'do not'.
- The verb particle in negative command sentences is **e**.
- Basic negative command sentences consist of two phrases:

kaua + subject phrase + **e** + command phrase

First (subject) Phrase

The first phrase opens with **kaua**, which has the same form in both singular and plural sentences. The phrase consists of either:

- 1 **kaua** + **a** + personal name or place name;
- 2 **kaua** + pronoun;
- 3 **kaua** + definitive + noun;
- 4 **kaua** + *t*-class definitive;
- 5 **kaua** + **he** + noun.

Second (command) Phrase

The command phrase opens with the particle **e**. The phrase consists of:

e + action verb in the passive voice [+ further phrases]

EXAMPLES

kaua + <i>subject phrase</i>	<i>command phrase</i>	<i>direction/location phrase</i>
Kaua a Reremoana Don't tell off Reremoana!	e kohetetia!	
Kaua rātou Don't help them!	e āwhinatia!	
Kaua auā pukapuka Don't take those books away!	e mauria atu!	

	<i>kaua + subject phrase</i>	<i>command phrase</i>	<i>direction/location phrase</i>
100	Kaua e patua!		
Don't	Don't kill it!		
101	Kaua ngā kuri	e herea	i waho!
Don't	Don't tie the dogs up outside!		
	Kaua tō reta	e tukua	ki te nūpepa!
	Don't send your letter to the newspaper!		

Note: to emphasise the command phrase, we can put it in the first position:

<i>kaua + command phrase</i>	<i>subject phrase</i>
Kaua e kohetitia	ā Reremoana.
Kaua e āwhinatia	rātou.
Kaua e mauria atu	aua pukapuka.

7

State sentences

- State sentences describe the state which the subject of a sentence is in.
By 'state' we mean:

1 the result of some previous action or situation, as in:

The window is broken [because he threw a stone at it].
The grass is green [because it has been watered].

2 the quality of an action undertaken by the subject, as in:

Those girls sang well.
We worked hard.

- State sentences open with verb particles which tell us whether the situation came about in the present, past, or future.

Basic state sentences consist of a stative verb phrase plus a noun phrase:

state phrase + subject phrase

- For stative verbs see pages 82–84.

First (state) Phrase

The first phrase opens with a verb particle which tells us what tense the sentence can be. While all the verb particles we use for action sentences can be used in state sentences, the two that are used most often are **kua** and **ka**:

kua tells us some state has come into being:

Kua māuiui koe.
You are sick (that is, have become sick).

ka describes the situation of the subject as a fact, in present, past, or future tense:

Ka māuiui koe.
You were sick.
You are sick.
You will be sick.

The phrase consists of:

verb particle + stative verb

Second (subject) Phrase

The subject phrase tells us who or what is in the state described. The second phrase may be singular or plural, and consists of either:

- 1 **a** + personal name or place name;
- 2 pronoun;
- 3 definitive + noun;
- 4 *t*-class definitive;
- 5 **he** + noun.

EXAMPLES

- 1 *State sentences which describe the physical or mental condition or situation of the subject of the sentence as a result of some previous event.*

<i>state phrase</i>	<i>subject phrase</i>
I pōuri Hinemoa was unhappy.	a Hinemoa.
Ka ngenge I am tired.	ahau.
Kua pakaru The window is broken.	te wini.
E mate ana This one is sick.	tēnei.
Ka mate ka whānau anō A champion dies, another is born. (a proverb)	he toa, he toa. (he whakatauki)

- 2 *State sentences which describe the quality of some action we do.*

In this kind of sentence, the subject consists of:

definitive + action verb used as a noun

<i>state phrase</i>	<i>subject phrase</i>
Kua kaha We have worked hard.	tā mātou mahi.
Ka kino You are doing wrong.	tō mahi.

Kei te hē rawa atu tāna kōrero.
What he says is completely mistaken.

Ka pai te waiata a ana kōtiro.
Those girls sang well.

Kua oti te mahi a te rōpū mahi taiepa.
The fencing gang has finished its work.

Ka pai te mahi, tamariki mā!
Well done, children!

Kua tino taumaha te raruraru.
The problem has become very serious.

Extending state sentences with an agent phrase

Unless otherwise stated, we assume that the person or people in the conversation or story are the ones whose action brought about the state the sentence describes.

EXAMPLE

I tētahi ata, ka haere atu a Pita ki te whare waka, ā, ka tīmata ki te whakapātata i tōna waka. Ka mutu te mahi, ka haere ia ki te tiki atu i tana hoa wahine.

One morning Pita went out to the garage to clean his car. When he had finished, he went to get his wife.

When the definitive in the subject phrase is a possessive pronoun, we also assume that the person or people it refers to are the ones whose action brought about the state:

<i>state phrase</i>	<i>subject phrase</i>
Ka mutu	iā tātou mahi āpōpō.
Our work will be finished tomorrow.	
We will finish our work tomorrow.	

Kua oti	iā rātou peita.
Their painting is finished.	
They have finished the painting.	

But when someone or something else is responsible for the state the subject is in, we indicate this in an agent phrase.

Agent Phrase

A stative agent phrase opens with the particle **i** and consists of either:

- 1 **i** + **a** + personal name;
- 2 **i** + definitive + noun;
- 3 **i** + *t*-class definitive.

The particle **i** can be translated as:

by, with, from, because of, through

EXAMPLES

<i>state phrase</i>	<i>subject phrase</i>	<i>agent phrase</i>
Ka tino pōuri The woman is very sad because of Te Maru.	te wahine	i a Te Maru.
Kua mate My banana tree died of the cold.	taku rākau panana	i te makariri.
Ka mutu The work was stopped by the government.	te mahi	i te kāwamatanga.
E mate ana She is dying of love.	ia	i te aroha.
Kua ora Hemi has got well through that medicine.	a Hēmi	i tērā rongoa.
Kua kākāriki The grass is green from all the rain.	te karāehe	i te nui o te ua.
Ka hōhā She's fed up with them.	ia	i a rātou.
Kua whati His leg was broken by his fall.	tana waewae	i tāna takahanga.

Questions

Any state sentence can be turned into a question by the way it is asked, or by adding a question mark to the sentence when writing:

Kei te ngenge koe?
Are you tired?

I pakaru te wini i te hau?
Did the wind break the window?

Questions about the Subject

In answer to the questions 'Who?', 'What?' or 'Which?', we often use the subject phrase only:

question:	<i>question phrase</i>	<i>state phrase</i>
	Ko wai Who is sick?	kei te māuiui?
answer:	<i>subject phrase</i>	
	Ko ia. He is.	
question:	<i>question phrase</i>	<i>state phrase</i>
	Ko tēhea te mahi Which is the work	kua oti? which has been completed?
answer:	<i>subject phrase</i>	
	Ko tēnei. This is.	

Negative state sentences

- State sentences make their negative with **kāore** in the same way as action sentences.
- Basic negative state sentences consist of two phrases:

kāore + subject phrase + state phrase

First (subject) Phrase

This first phrase opens with **kāore**, may be singular or plural, and consists of either:

- 1 **a** + personal name or place name;
- 2 pronoun;
- 3 definitive + noun;
- 4 t-class definitive;
- 5 **he** + noun.

Second (state) Phrase

The state phrase opens with a verb particle.

EXAMPLES

<i>kāore + subject phrase</i>	<i>state phrase</i>	<i>agent phrase</i>
Kāore au I am not tired.	e ngenge.	
Kāore te wini The window has not been broken.	kia pakaru.	
Kāore a Hinemoa Hinemoa was not unhappy.	i pōuri.	
Kāore tēnei This one is not sick.	e mate ana.	
Kāore anō taku rākau My tree has not died of cold.	kia mate	i te makariri.
Kāore te wahine The woman is not very sad because of Te Maru.	e tino pōuri	i a Te Maru.
Kāore te mahi The work was not stopped by the government.	i mutu	i te kāwanatanga.

Stative verbs

'Stative' is an umbrella term for any word which can be used in a verb sentence to describe a state, situation, condition, quality, or appearance. The two broad groups of words which can be used as statives behave in separate ways in other situations.

1 Result Statives

Result statives do not describe an action, but the situation which has come about as the result of an action. For example, if a window is broken, it is because something has happened to it. We express the result in a state sentence:

<i>state phrase</i>	<i>subject phrase</i>
Kua pakaru	te wini.
The window is broken.	

Result statives are used in two kinds of sentence:

1 as a verb in stative sentences:

Ka whara ia.
He is hurt.

2 as an adjective following a noun in any noun phrase:

Tiakina te tangata whara!

See to the injured person!

Note: this is rarely found in older Maori, and some speakers might express the above sentence as:

Tiakina te tangata kua whara!

2 Adjectival Statives

The largest class of statives are those we use as adjectives, for example:

pai	good
kino	bad
roa	long
kākāriki	green
wera	hot
makariri	cold
ātaahua	beautiful
weriweri	horrible

As *adjectives* this group of statives describe a state or quality which exists permanently or naturally. This is expressed in a **He**-sentence. For example, grass is naturally green, so we say:

He kākāriki te karaihe.

Grass is green.

There are songs which we think are nice, so we say:

He waiata pai tērā.

That's a nice song.

Adjectival statives can also be used in stative sentences. As *result statives* this group describes:

1 A state which is the result of something else that has happened.

For example, a particular patch of grass might be green because we've been watering it, so we say:

Ka kākāriki te karaihe.

The grass is green.

2 The quality of an action undertaken by the subject.

For example, the following sentence is a comment on the singing, not on the song:

Ka pai te waiata a ngā kōtiro.

The girls sing nicely.

Translating Statives into English

Statives have one form only – they do not have passive endings. But if we are giving their meaning in English, we use part of the English verb 'to be', for example:

mahue	be left behind, abandoned
ngaro	be lost
mate	be sick, troubled, dead
māuiui	be sick
ora	be well, alive, safe
pakaru	be broken
whara	be wounded, hurt
motu	be cut, severed, separated
mutu	be ended, stopped
whati	be broken, snapped

State sentences may be translated into English with an action verb, especially where the subject contains a possessive pronoun. The possessive pronoun implies that the subject is the person or people carrying out the action which produces the 'state':

state sentence: **Ka mutu tā tātou mahi āpōpō.**

passive translation: Our work will be finished tomorrow.
active translation: We will finish our work tomorrow.

state sentence: **Kua ngaro taku pene.**

passive translation: My pen is lost.
active translation: I've lost my pen.

state sentence: **Kua whati tōku waewae.**

passive translation: My leg is broken.
active translation: I've broken my leg.

state sentence: **Ka mutu tā tātou mahi.**

passive translation: Our work is finished.
active translation: We've finished our work.

8

N-Class possession sentences

■ N-class possession sentences talk about belonging and owning. They tell us:

- 1 Who we belong to in the sense of our place in our family, hapu, tribe, race, community or country.

This is expressed in o-category phrases.

- 2 Our status in personal relationships.

This is expressed in o- or a-category phrases according to whether we are the senior or junior partner.

- 3 Who is the owner of any property.

This is expressed in o- or a-category phrases according to the nature of the thing we own.

■ For o and a categories see pages 101–116.

■ N-class possession sentences are in the present or past tense.

■ N-class possession sentences open with an n-class possessive particle or pronoun.

■ For n-class possessive particles and pronouns see pages 90–91.

First (information) Phrase

The first phrase tells us what group or place someone belongs to, or who owns something. It consists of either:

- 1 n-class possessive particle + personal name;
- 2 n-class possessive particle + definitive + noun;
- 3 n-class possessive particle + t-class definitive;
- 4 n-class possessive pronoun.

Second (subject) Phrase

The second phrase tells us who belongs to the group or place expressed in the first phrase, or what they own, and can consist of either:

- 1 α + personal name;
- 2 pronoun;
- 3 definitive + noun;
- 4 *t*-class definitive.

EXAMPLES

1 *o*-category *n*-class sentences which express the identity of a group:

possessor phrase	possession phrase
No Ngāti Awa Maru belongs to Ngāti Awa.	α Maru.
No te iwi whānui The meeting house <i>Mataatua</i> belongs to the whole tribe.	te whare nui, α Mataatua.
No rātou This house-post belongs to them.	tēnei poupou.
Nōna These ancestors are his/hers.	ēnei tīpuna.

2 *o*-category *n*-class sentences which express the place, area, or country we identify with as our home or cultural origin.

possessor phrase	possession phrase
No Ōpōtiki They are from Opotiki.	rāua.
No Hawaiki We are all from Hawaiki (<i>a proverb</i>).	tātou katoa (he whakatauki).
No Ahitereiria The Aboriginal people belong to Australia.	te iwi Koori.
No Āhia pea Maori culture may have originated in Asia.	te ritenga Māori.

3 *o*- or α -category *n*-class sentences which express our status in personal relationships.

possessor phrase	possession phrase
No Paikea He is descended from Paikea.	ia.
Na Hata Those children are Hata's.	ērā tamariki.

4 o- or a-category n-class sentences which express ownership of property.

possessor phrase

Nāku

This watch is mine.

No Tāmāti

The bike belongs to Tamati.

Na ngā tamariki o te Kohanga Reo

Those picture books belong to the Kohanga Reo children.

No mātou

This house belongs to us.

possession phrase

te wāti nei.

te paihikara.

ērā pukapuka pikitia.

tēnei whare.

Questions

Any n-class sentence can be turned into a question by the way it is asked, or by the addition of a question mark when writing:

Nāu ēnā?

Are they yours?

No Pami tēnei whare?

Is this house Pami's?

Asking Who Someone or Something Belongs To

We ask this question with the phrase **no/na wai?** in the information phrase.

singular:

No/na wai?

Whose is? Whose was?

plural:

No/na wai mā?

Whose are? Whose were?

Questions are answered by replacing **wai** in the first phrase with the information required.

EXAMPLES

- In conversation, questions are usually answered in one phrase:

question phrase

subject phrase

question:

No wai

tēnei tamaiti?

Who does this child belong to?

	<i>question phrase</i>	<i>subject phrase</i>
<i>answer:</i>	No Ngāti Whātua He belongs to Ngāti Whātua.	ia.
<i>question:</i>	Na wai Whose are those clever girls?	ēnā kōtiro mōhio?
<i>answer:</i>	Na Hata rāua ko Pani. They're Hata's and Pani's.	
<i>question:</i>	No wai Who does the red car belong to?	te waka whero?
<i>answer:</i>	No Peti That red car belongs to Peti.	taua waka whero.
<i>question:</i>	No wai Who owns the red cars?	ngā waka whero?
<i>answers:</i>	Nōna. She does.	
	No tōku tuahine The red cars belong to my sister.	ngā waka whero.
<i>question:</i>	No wai mā Who do these shoes belong to?	ēnei hū?
<i>answer:</i>	No ngā tāngata i roto i te whare nui. They belong to the people in the meeting house.	
<i>question:</i>	Na wai Whose is all this gear?	ēnei taputapu katoa?
<i>answer:</i>	Na ō tātou manuhiri pea? Perhaps it's our visitors?	

Asking Where Someone is from, or Belongs To

We ask this question with the phrase **No hea?** in the information phrase.

No hea has the same form in both singular and plural sentences.

Questions are answered by replacing **hea** in the information phrase with the information required.

EXAMPLES

<i>question phrase</i>	<i>subject phrase</i>
No hea	koe?
No Māwhera	ahau.
Where are you from? I'm from Greymouth.	

No hea	ā Hēmi?
No tērā motu	ia.
Where's Hemi from? He's from that other island.	

Negative N-class possession sentences

- The word that makes *n*-class possession sentences negative is **ehara**, 'not'. **Ehara** opens the first phrase.
 - Negative *n*-class possession sentences are present or past tense.
 - We have a choice of two negative sentence patterns.
- 1 We can make any affirmative *n*-class possession sentence negative by placing the negative word **ehara** in front of it.

EXAMPLES

<i>affirmative:</i>	No Paikea	ā Wārihi.
	Warihi is a descendant of Paikea.	
<i>negative:</i>	Ehara no Paikea	ā Wārihi.
	Warihi is not a descendant of Paikea.	
<i>affirmative:</i>	Nā tōku hoa Pākehā	ēnei tamariki.
	These children belong to my Pakeha friend.	
<i>negative:</i>	Ehara na tōku hoa Pākehā	ēnei tamariki.
	These children do not belong to my Pakeha friend.	
<i>affirmative:</i>	Nāku	tēnei,
	nāu	tēnā.
	This is mine, that is yours.	
<i>negative:</i>	Ehara nāku	tēnei
	ehara nāu	tēnā.
	This is not mine, that is not yours.	
<i>affirmative:</i>	No Ōpōtiki	ā Maru.
	Maru comes from Opotiki.	

- negative:** **Ehara no Ōpōtiki** **α Maru.**
Maru does not come from Opotiki.
- 2 Older speakers may make negative *n*-class sentences by replacing the *n*-class particle or pronoun with the particle *i* and reversing the order of the phrases.

EXAMPLES

affirmative:	Nāku This is mine.	tēnei.
negative:	Ehara tēnei This is not mine.	i α au.
affirmative:	No Ōpōtiki Maru is from Opotiki.	α Maru.
negative:	Ehara α Maru Maru is not from Opotiki.	i Ōpōtiki.
affirmative:	Na tōku hoa Pākehā These are the children of my Pakeha friend.	ēnei tamariki.
negative:	Ehara ēnei tamariki These are not the children of my Pakeha friend.	i tōku hoa Pākehā.

N-class possessive particles and pronouns

- The *n*-class possessive particles and pronouns all start with the letter **n**.
- They have the same form in both singular and plural sentences.
- They have both *o*- and *α*-category forms.

N-Class Possessive Particles

These particles open noun phrases which answer the question 'Who does this belong to?'

The *n*-class possessive particles are:

no	belonging to
na	belonging to

N-class possessive particles open noun phrases which can consist of either:

- 1 no/na + personal name or place name;
- 2 no/na + definitive + noun;
- 3 no/na + t-class definitive.

N-Class Possessive Pronouns

These are the words which answer the question 'Whose is this?', 'Whose are these?' with the words

'mine', 'yours', 'his', 'hers', 'its', 'ours', 'theirs'

N-class possessive pronouns stand alone in their phrase, for example:

nōku	mine, belongs to me
no tāua	ours, belongs to us
no rātou	theirs, belongs to them

There are singular, dual, and plural sets of n-class possessive pronouns.

<i>singular</i>	belongs to one person
<i>dual</i>	belongs to two people
<i>plural</i>	belongs to three or more people

Singular N-Class Possessive Pronouns

<i>o-category</i>	<i>a-category</i>	
nōku	nāku	belongs to me
nōu	nāu	belongs to you
nōna	nāna	belongs to him/her

Dual N-Class Possessive Pronouns

<i>o-category</i>	<i>a-category</i>	
no tāua	na tāua	belongs to us (you and me)
no māua	na māua	belongs to us (him/her and me)
no kōua	na kōua	belongs to you (two)
no rāua	na rāua	belongs to them (two)

Plural N-Class Possessive Pronouns

<i>o-category</i>	<i>a-category</i>	
no tātou	na tātou	belonging to us (you people and me)
no mātou	na mātou	belonging to us (those people and me)
no koutou	na koutou	belonging to you (three or more)
no rātou	na rātou	belonging to them (three or more)

9

Location sentences

- Location sentences tell us where someone or something is, was, or will be.
- Location sentences open with location particles.
- Location sentences consist of two noun phrases:
location phrase + subject phrase

First (information) Phrase

The first phrase opens with a location particle which tells us whether the sentence is in the present, past, or future tense:

present:	kei
past tense:	i
future tense	kei + future time phrase

The phrase consists of:

- kei/i** +
- 1 place name;
 - 2 location noun;
 - 3 definitive + noun;
 - 4 t-class definitive.

- For location particles and location nouns see pages 98–100.

Second (subject) Phrase

The second phrase may be singular or plural, and consists of either:

- 1 **a** + personal name or place name;
- 2 **a** + pronoun;
- 3 definitive + noun;
- 4 t-class definitive.

EXAMPLES

information phrase*location particle + place name***Kei Matipō Tirihi**

Their house is in Matipo Street.

*location particle + locative noun***I konei**

The shop used to be here.

*location particle + definitive + noun***Kei te kura**

The children will be at school tomorrow.

subject phrase**tō rātou kāinga.****te toa.****ngā tamariki āpōpō.****Emphasising the Subject**

When we want to emphasise the subject phrase, we transfer it to the start of the sentence and introduce it with the particle **ko**:

*unemphatic: location phrase***Kei waho**

My friends are outside.

*subject phrase***ōku hoa.***emphatic:**subject phrase***Ko ōku hoa**

It's my friends outside!

*location phrase***kei waho!***unemphatic:**location phrase***Kei Pōneke**

Hemi's permanent home is in Wellington.

*subject phrase***te kāinga tūturu o Hēmi.***emphatic:**subject phrase***Ko te kāinga tūturu o Hēmi,**

As for Hemi's permanent home, it's in Wellington.

*location phrase***kei Pōneke.****Negative location sentences**

- The word which makes location sentences negative is **kāore**, 'not'.

- Basic negative location sentences consist of two noun phrases:

kāore + subject phrase + location phrase

- In the negative, the locative particles are:

present tense: **i**
 past tense: **i**
 future tense: **ki**

EXAMPLES

- In negative location sentences the distinction between present and past is lost.

<i>affirmative:</i>	<i>location phrase</i> Kei Tauranga Hemi is in Tauranga.	<i>subject phrase</i> a Hēmi.
<i>negative:</i>	<i>subject phrase</i> Kāore a Hēmi Hemi is not in Tauranga.	<i>location phrase</i> i Tauranga.
<i>affirmative:</i>	<i>location phrase</i> I korā That tree was over there.	<i>subject phrase</i> taua rākau.
<i>negative:</i>	<i>subject phrase</i> Kāore taua rākau That tree was not over there.	<i>location phrase</i> i korā.
<i>affirmative:</i>	<i>location phrase</i> I waho We were outside.	<i>subject phrase</i> mātou.
<i>negative:</i>	<i>subject phrase</i> Kāore mātou We were not outside.	<i>location phrase</i> i waho.
<i>affirmative:</i>	<i>location phrase</i> Kei reira That's where our meeting will be next month.	<i>subject phrase</i> tō tātou huihuinga a te marama ka heke mai nei.
<i>negative:</i>	<i>subject phrase</i> Kāore tō tātou huihuinga Our meeting will not be there.	<i>location phrase</i> ki reira.

Questions

Any location sentence can be turned into a question by the way it is asked, or by the addition of a question mark when writing:

Kei te tauranga waka tō waka?
Is your car in the carpark?

Asking Where?

We ask 'Where?' with the locative particle **hea?**

present:	Kei hea?	Where is/are?
past:	I hea?	Where was/were?
future:	Kei hea?	Where will?

The question is answered by replacing **hea** in the first phrase with the information required.

EXAMPLES

- In conversation, questions are usually answered in one phrase.

	<i>information phrase</i>	<i>subject phrase</i>
question:	Kei hea Where are the milk bottles?	ngā pounamu mīraka?
answer:	Kei te kāpata. In the cupboard.	
question:	I hea Where were the meeting house and the gardens?	te whare nui me ngā māra?
answer:	I te taha o te awa They were beside the river.	aua mea.
question:	I hea Where was the settlement?	te papakāinga?
answer:	I konei tonu. Right here.	

Location nouns which take an object phrase

Location nouns which tell us where the subject is in relation to a point in space can be extended with an object phrase which names that place. For example, this two-phrase sentence tells us:

Kei waho ōku hoa.
My friends are outside.

An object phrase will answer the question 'outside what?':

<i>location phrase</i>	<i>subject phrase</i>	<i>object phrase</i>
Kei waho	ōku hoa	i te kūaha.
My friends are outside the door.		

Object Phrase

Object phrases in location sentences are introduced by the connecting particle **i**. The object phrase may be singular or plural and consists of either:

- 1 **i** + **a** + personal name;
- 2 **i** + place name;
- 3 **i** + **a** + pronoun;
- 4 **i** + definitive + noun;
- 5 **i** + *t*-class definitive.

EXAMPLES

<i>location phrase</i>	<i>subject phrase</i>	<i>object phrase</i>
I runga Peni and Peti were on the stage.	a Peni rāua ko Peti	i te atamira.
Kei roto That place is in Ngāti Porou [territory].	taua kāinga	i a Ngāti Porou.
Kei raro Oamaru is north of Murihiku.	a Ōamaru	i Murihiku.
Kei waenga Our visitors are among us.	ō tātou manuhiri	i a tātou.
Kei tua The dead are beyond that veil.	ngā mate	i tērā ārai.

Changing the Phrase Order

The second (subject) phrase and the third (object) phrase can change places according to the emphasis we want.

We especially choose the second order when the subject phrase is so long that an object phrase sounds lost tacked on the end of it:

<i>location phrase</i>	<i>object phrase</i>	<i>subject phrase</i>
Kei waho	i te kēti	te ope o te Kuini, arā o Te Atairangikāhu rātou ko ōna hoa rangatira.
The party of Queen Te Atairangikāhu and her chiefly supporters is outside the gate.		

Negative Sentences

In negative sentences, the object phrase usually remains in last place:

<i>subject phrase</i>	<i>location phrase</i>	<i>object phrase</i>
Kāore a Peni rāua ko Peti	i runga	i te atamira.
Peni and Peti are not on the stage.		

People in location phrases

Location sentences can tell us where something is by explaining who has got it – not in the sense of ownership, but of having temporary custody.

First (location) Phrase

The location phrase opens with one of the location particles, and consists of either:

- 1 **kei/i** + **a** + personal name;
- 2 **kei/i** + **a** + pronoun;
- 3 **kei/i** + definitive + noun;
- 4 **kei/i** + *t*-class definitive.

Second (subject) Phrase

The second phrase may be singular or plural, and consists of either:

- 1 **a** + personal noun;
- 2 pronoun;
- 3 definitive + noun;
- 4 *t*-class definitive.

EXAMPLES

<i>location phrase</i>	<i>subject phrase</i>	<i>time phrase</i>
Kei tana hoa Hemi is with his friend.	a Hēmi.	
I taku whaea The children were with my mother.	ngā tamariki.	
Kei a Āpirama Apirama's got the car.	te waka.	
I a rāua They had it this morning.	te waka	i te ata nei.
Kei tēnā That one will have it tomorrow.		āpōpō.

Questions

Any sentence can be turned into a question by the way it is asked, or by adding a question mark when writing:

I a ia āku pukapuka?
Did he have my books?

Asking Who?

The question 'Who has got?', in the sense of 'Who with?' is asked with the personal **wai**. The phrase consists of:

<i>singular</i>	<i>present:</i>	Kei a wai?
	<i>past:</i>	I a wai?
	<i>future:</i>	Kei a wai?
<i>plural</i>	<i>present:</i>	Kei a wai mā?
	<i>past:</i>	I a wai mā?
	<i>future:</i>	Kei a wai mā?

The question is answered by replacing **wai** in the first phrase with the information required.

EXAMPLES

- In conversation, questions are usually answered in one phrase.

<i>question:</i>	Kei a wai Who's got my keys?	āku kihi?
<i>answer:</i>	Kei te kaitiaki whare. The caretaker's got them.	
<i>question:</i>	I a wai mā Who had the blankets?	ngā paraikete?
<i>answer:</i>	I ngā rōpū kura The school groups had those blankets.	
<i>question:</i>	Kei a wai Who's going to have (carry) the heavy pack tomorrow morning?	te pēke taumaha i te ata āpōpō?
<i>answer:</i>	Kei te kōtiro te tino pakeke te pēke taumaha. The oldest girl will have the heavy pack.	

Location particles and nouns

Location Particles

- Location particles open phrases which answer the question 'Where?'
- Location particles have present, past, and future forms.
- Location particles express 'at', 'in', 'on', 'by'.

Affirmative Location Particles

present tense	kei
past tense	i
future tense	kei, hei

The future location particle **hei** is not used to ask, and not usually used to answer, the basic question 'where?' but is found in sentences which give a strong sense of future intention or time:

Hei konei he kāinga mo mātou.
Here will be a home for us.

Hei te Hānuere rātou e haere mai ana.
They'll be coming in January.

When a location phrase extends a verb statement, the present tense location particle becomes **i**, and the future tense particle becomes **a**. See page 66.

Negative Location Particles

present tense	i
past tense	i
future	ki

Location Nouns

Location nouns are words which follow location particles in phrases which answer the question 'Where?'. The phrase consists of:

kei/i + location noun

Types of Location Nouns

1 All place names are location nouns.

Kei Matipō tiriti
In Matipo street

Kei Tūranga
At Gisborne

2 The following location nouns describe areas in relation to the speaker or writer:

uta	ashore	(when you are at sea)
	inland	(when you are on the coast)
tai	at sea	(when you are ashore)
	on the coast	(when you are inland)
tawhiti	in the distance	

konei	here	(where I am), in this place
konā	there	(where you are), in that place
korā, kō	there	(away from us), in that other place
reira	there	in that place (we've been talking about)

3 The following location nouns describe location in relation to a point in space:

runga	on top, above; south
raro	under, underneath, below; north
waho	out, outside
roto	in, inside
mua	in front, at the front, before
muri	behind, at the back
waenga, waenganui	in the middle, between, among
tua	beyond, the other side of (a solid object such as a mountain)
tāwāhi	beyond, the other side of (an open space such as a valley)

10

The categories of relationship and possession

Every relationship we have to people, places or things has a status which we express in the choice of **o** or **a** in the vowel of words which express relationship or possession:

possessive particle **o/a** 'of'

i-class possessive pronouns 'my', 'your', 'his', 'her', 'our', 'their'

n-class possessive particle **no/na** and possessive pronouns 'belongs to'

The categories of relationship and possession cover:

- any relationship we have with other people;
- any quality that identifies us;
- any group we are part of, anything part of us;
- anything we belong to, anything that belongs to us;
- anything that shelters, transports, or helps us;
- anything we shelter or help;
- anything we use, produce, or do, anything that is done to us.

In each of these relationships, we are in a situation of:

- superiority, equality, or subordination;
- seniority or juniority;
- control, or under the control of someone or something else;
- activity or passivity.

O-Category Relationships

The **o** category expresses relationship with any person, group, or entity we are:

junior to;
under the control, protection, or guidance of;
part of;
equal with.

The **o** category expresses the possession of any thing which acts in a sheltering or nurturing role, or is bigger or more permanent than we are, and expresses the relationship of part of something to the whole.

EXAMPLES

We are junior to our mothers:

tōku whaea
my mother

We are equal with people we choose as friends:

te hoa o Tamahae.
Tamahae's friend.

We are sheltered and protected by houses:

tōna whare
his/her house

We are part of a tribal group:

No Te Arawa rātou.
They belong to Te Arawa.

A-Category Relationships

The **a** category expresses our relationship with anyone we are:

senior to;
anyone under our control, protection, or authority.

The **a** category expresses the possession of any thing, skill, or activity we produce or control.

EXAMPLES

We are senior to our grandchildren:

āku mokopuna
my grandchildren

Our work is a productive activity we control:

tā māua mahi
our work

Teachers are responsible for their class:


āna ākonga
his/her students

Category Can Change


While relationship words such as 'mother' (o-category) or 'grandchild' (a-category) express permanent categories, most nouns can be either o or a category, depending on the relationship we want to express.

EXAMPLES

1 ika = fish


 **ngā ika o te moana**
the fish of the ocean

This means the fish that live in, and belong to, the sea. Because sea-fish are part of the marine environment the relationship is expressed with an o-category possessive particle.


 **te ika a Māui**
the fish of Maui

This means the fish Maui hooked, raised, and tamed in the story of the origin of Aotearoa. Because of Maui's activity and dominance, his relationship to the fish is expressed with an a-category possessive particle.

2 mahi = work


 **ngā mahi o te marae**
the works of the marae

This means the things, such as the karanga, speech-making and greetings, which belong to the marae. Because these functions are part of the concept of 'marae' the relationship is expressed with an o-category possessive particle.

 **ngā mahi a tō mātou rōpū**
our group's tasks

This means the things we are going to do today – the jobs we will accomplish through work. Because our activity and productivity is what we are talking about, we express it with an a-category possessive particle.

3 waiata = song

 **no Ngāti Kahungunu tēnei waiata**
this song belongs to Ngāti Kahungunu

This means a song which expresses Ngāti Kahungunu tribal identity.

na Ngāti Kahungunu tēnei waiata
this song is by Ngāti Kahungunu

The means a song that Ngāti Kahungunu composed or sang.

When There is More Than One Possessive in a Sentence

Sometimes we have to decide the **o** or **a** category of more than one possessive in any given statement:

He nui te mana o tō rātou waka.
Their canoe has great prestige.

The first possessive is the possessive particle **o** in the phrase **te mana o** 'the prestige of'. 'Prestige' is an **o**-category possession.

The second possessive is the possessive pronoun **tō rātou**, 'their', in the phrase **tō rātou waka** 'their canoe'. 'Canoe' is an **o**-category possession.

The two possessives in the sentence are independent of each other. The independence can be seen more clearly in a statement in which one possessive is **o**-category, and the other **a**-category:

E toru ngā tamariki a ō māua hoa.
Our friends have three children.

The first possessive is the possessive particle **a**, in the phrase **ngā tamariki a**, 'the children of'. 'Children' are an **a**-category relationship.

The second possessive is the possessive pronoun **ō māua** in the phrase **ō māua hoa** 'our friends'. 'Friends' are an **o**-category relationship.

O-Category relationships

Here are lists of common relationships which are expressed with **o**-category possessive pronouns and particles.

O-Category: Expressing Relationship to Seniors

mother
father
uncle
aunt
mother-in-law
father-in-law
grandmother
grandfather
elder
ancestor

EXAMPLES

Ko Pani te whaea o Tamahae.
Pani is Tamahae's mother.

Ko Hata te pāpā o Tamahae.
Hata is his father.

Ko Rangi tōna matuakēkē.
Rangi is his uncle.

Ko Hēra tōna matuakēkē.
Hera is his aunt.

Ko Hōri rāua ko Āni ōku hungarei.
Hori and Ani are my in-laws.

Ko Matatā te kāinga o te tipuna tāne o te whānau.
The grandfather of the family lives in Matata.

No Te Wai Pounamu tōu tipuna wahine.
Your grandmother is from the South Island.

Manakitia ōu kaumātua!
Respect your elders!

Kua mate rawa ō tātou koroua katoa.
All our old men are dead.

He toa ngā kuia o Waikato ki te kanikani.
The old ladies of Waikato are great dancers.

Ko Tamatea-pōkai-whenua tētahi o ngā tīpuna o Ngāi Tahu.
One of the ancestors of Ngāi Tahu is Tamatea-pokai-whenua.

O Category: Expressing Belonging to a Group

family
relations
hapu
descendants
tribe, people
organisation

EXAMPLES

Haere mai ki te mihi ki tōku whānau!
Come and meet my family!

Ko Te Ao Wera te hapū o Tuuta Nihoniho.
Tuuta Nihoniho's hapu was Te Ao Wera.

Kei hea ngā uri o Te Rangihīroa? Kāore ōna uri.
Where are the descendants of Te Rangihīroa? He had none.

Ko wai tōna iwi? Ko Te Ātiawa.
What was his tribe? Te Ātiawa.

Ko te iwi Māori ngā tāngata whenua o Aotearoa.
The Maori people are the tāngata whenua of Aotearoa.

Me piri koe ki tōu ope.
You must stick to your party.

He aha ngā whāinga o tō koutou rōpū?
What are the objectives of your organisation?

O Category: Expressing Belonging to a Place

marae
place
area
country

EXAMPLES

He kaumātua a Hōri rāua ko Āni no tērā marae.
Hori and Ani are elders of that marae.

Ko Ngāiterangi tētahi o ngā tino iwi o Tauranga.
Ngāiterangi is one of the main tribes of Tauranga.

No Tokaanu ā koutou irāmutu.
Your nieces are from Tokaanu.

Ko Ingarangi pea te kāinga tūturu o te nuinga o te iwi Pākehā.
The original home of most Pakeha people is probably England.

Ko ngā iwi katoa o te ao kua huihui mai i tēnei rā.
All the peoples of the world have gathered here today.

O Category: Expressing Relationship To People With Authority Over You, or Responsibility for You.

chief
boss
leader
teacher, doctor, nurse, guide, etc.

EXAMPLES

Ko Tūhawaiki te rangatira o Murihiku i tērā rau tau.
Tuhawaiki was the chief of Murihiku last century.

Kua whakawātea tō mātou rangatira i tōna tūranga.
Our boss has retired from his position.

Ko Mere rāua ko Erihāpeti ō tātou tumuaki.
Our leaders are Mere and Erihapeti.

He Hainamana te kaiako o ā māua tamariki.
Our children's teacher is Chinese.

Kua whakarērea tātou e tō tātou kaiārahi!
We've been abandoned by our guide!

O Category: Expressing Relationships in Which Both Sides Have Equal Status

sister, no matter how much older or younger than you;
brother, no matter how much older or younger than you;
sister-in-law, no matter how much older or younger than you;
brother-in-law, no matter how much older or younger than you;
cousin, no matter how much older or younger than you;
people on the same descent line as you, whether your line is senior or junior to theirs;
friend, no matter how much older or younger than you;
wife, when you use the term **hoa wahine**;
husband, when you use the term **hoa tāne**.

EXAMPLES

Ko Mārama te tuahine o Tamahae.
Marama is the sister of Tamahae.

Ko Tamahae te tungāne o Mārama.
Tamahae is the brother of Marama.

He tāokete ia no tāku wahine.
He is a brother-in-law of my wife.

Ko Peti te tāokete o Hēra.

Peti is Hera's sister-in-law.

Ko Mere te tuahine o Mārama rāua ko Tamahae.

Mere is Marama's and Tamahae's cousin.

Ko Rewi tō rāua tungāne.

Rewi is their cousin.

Ko ia tōku teina.

She is my younger sister.

Ki tā Ngāti Porou, ko Porourangi te tuakana o Tahupōtiki. Otirā, ki tā Ngāi Tahu, ko Porourangi tōna teina.

According to Ngati Porou, Porourangi was the older brother of Tahupotiki.

But to Ngai Tahu, Porourangi was his younger brother.

Ko tēnei tōku hoa pai rawa.

This is my best friend.

Ko Pani te hoa wahine o Hata.

Pani is the wife of Hata.

Ko Hata tōna hoa tāne.

Hata is her husband.

O Category: Talking About Yourself

parts of the body

personal names

clothes

articles used to groom ourselves

EXAMPLES

Kua whati te waewae o tāku tamāhine.

My daughter has a broken leg.

Hāpaitia tōu ringaringa!

Raise your hand!

E rua ōu whatu, kotahi tōu ihu.

You have two eyes and one nose.

Ko Manu Karaitiana tōku ingoa.

My name is Manu Karaitiana.

Ko Ngāti Hāmuti Wera te ingoa o tērā iwi.

The name of that tribe was Ngati Hamuti Wera.

Kei hea ō koutou kamupūtu, tamariki mā?
Where are your gumboots, children?

Kōrero ki tērā wahine e whakamau ana i tōku pōtae.
Speak to that woman wearing my hat.

Whakahokia tōku heru!
Give back my comb!

Kāore anō ngā tamariki tāne kia paraihe i ō rātou makawe.
The boys have not brushed their hair yet.

O Category: Expressing Feelings and Thoughts

mind
spirit
emotions

EXAMPLES

Kua rere te wairua o Rua.
Rua's spirit has fled.

Ka koa tōku ngākau ki āna kupu.
My heart rejoiced at her words.

Ka nui te aroha o ngā tāngata ki te take nei.
The people feel very sympathetic to this cause.

He aha ō rātou whakaaro e pā ana ki tēnā?
What do they think about that?

I tupu tōna pukuriri i roto i a ia.
His anger grew within him.

O Category: Expressing Personal Qualities

EXAMPLES

Ka mīharo rātou ki te ātaahua o te wahine patupaiarehe.
They were astonished at the beauty of the fairy woman.

Te māngere hoki o āu kaimahi!
How lazy your workers are!

E titiro ana ngā tauhou ki te nui o tērā rākau, o Tāne Mahuta.
The strangers gazed at the size of that tree, Tane Mahuta.

O Category: Expressing Relationship to the Physical World

land, sea, air
geographical features
roads
areas

EXAMPLES

Kua ngaro ōku whenua katoa.
All my lands are lost.

He whāiti, he kōtiti ngā ara ki tōna takiwā.
The roads to her district are narrow and winding.

O Category: Expressing Symbolic Relationships

EXAMPLES

Ko Aorangi te tino maunga o Ngāi Tahu.
Aorangi is the foremost mountain of Ngāi Tahu.

Ko te whakaititanga te tohu o te mana nui.
Humility is the sign of greatness.

Ka mihi ahau ki tōku kara, arā te kara nui o te Kuini.
I greet my flag, the great flag of the Queen.

O Category: Expressing Relationship to Shelter

house, or any shelter
larger furnishings of a house

EXAMPLES

Arā te whare o Hata!
There's Hata's house!

I te taha o te awa te ana o taua ngārara.
The cave of that monster was beside the river.

Kaua e tū ki runga i tō rātou whāriki hou!
Do not stand on their new carpet!

Whakapai tōu moenga, e Rewi!
Make your bed, Rewi!

He pai ki a koe tōku tūru hou?
Do you like my new chair?

O Category: Expressing Relationship to Transport and Movement

motor vehicles
bicycle
horse
plane
boat
journeys

EXAMPLES

- Farm machinery, even if we ride on it, is seen as a tool of production, and is a category.

Kua oma atu ō tātou hōiho.
Our horses have escaped.

Kāore tōna motokā e haere.
His car doesn't go.

Ka roa noa atu tōku rerenga i roto i tōku rererangi.
I can go for miles in my airplane.

Ka roa tō tātou haerenga.
Our journey is long.

O Category: Expressing Relationship to Drinking Water and Medicine

EXAMPLES

- Any other drink, for example tea or alcohol, is considered to be a food and is a category.

Unumia tō rongoa!
Take your medicine!

Homai he wai mōku.
Bring some water for me.

O Category: Expressing Relationship of Part to Whole

EXAMPLES

Kua whati te waewae o te tūru.
The leg of the chair is broken.

Kei hea te kakau o te toki?
Where's the handle of the axe?

Ko ēnei ngā mahi o te hui.

These things are the work (the things that happen at) of hui.

Kua hinga te totara o te wao nui a Tāne.

The totara of Tane's great forest has fallen.

Ko ia tētahi o tō tātou rōpū.

She is one of our group.

He Pākehā te nuinga o ngā tauira i reira.

Most of the students there are Pakeha.

O-Category: Possessives in Passive Noun Phrases

EXAMPLES

He rongonui te kōrero mo te patunga o Kae e Tinirau.

The story of Kae's being killed by Tinirau is famous.

Ko tēnei te kōrero o te matenga o Kae.

This is the story of the death of Kae.

A-category relationships

Here are lists of common relationships which are expressed with *a*-category possessive pronouns and particles.

A Category: Expressing the Relationship between Husband and Wife

EXAMPLES

Ko Pani te wahine a Hata.

Pani is Hata's wife.

Ko Hata tāna tāne.

Hata is her husband.

A Category: Expressing Relationship to Juniors

child
son
daughter
first-born
baby
niece
nephew
daughter-in-law
son-in-law
grandchild

EXAMPLES

Kei te kura ā rāua tamariki.
Their children are at school.

Ko Tamahae te tama ā Pani.
Tamahae is Pani's son.

Ko Mārama tāna tamāhine.
Marama is her daughter.

I te tuatahi, kāore te wahine i mahara ki tāna mātāmua.
At first, the woman did not recognise her first-born.

Homai tāu pēpi, e Mei!
Give me your baby, Mei!

Ko ia te tamaiti kēke ā Rangi rāua ko Hēra.
She is the niece of Rangi and Hera.

He karaka tā māua hunaoonga.
Our daughter-in-law is a clerk.

Ma āku mokopuna tēnei manu.
This kite is for my grandchildren.

A Category: Expressing Relationship to People you have Responsibility For, or Authority Over

worker
servant
pupil
learner
student
patient

EXAMPLES

Ka pai ā mātou kaimahi katoa.
All our workers are doing well.

Māku hei mōkai māu!
I'll be your slave!

Manaakitia āu tauira!
Look after your students!

Ka tiaki te tākuta i āna tūroto.
The doctor looks after his/her patients.

A Category: Expressing Action in Words

words
speechmaking
commands
advice
instructions
sending a message
calling
plans

EXAMPLES

He kino tāna kōrero.
What he says is bad.

Kua kite mātou i āu kupu i roto i tēnei reta āu.
We have seen your words in this letter of yours.

Me whakarongo koutou ki tā tātou tohutohu.
You had better listen to our instructions.

Ka nui āku mihi ki a koutou.
I greet you warmly.

Ka riri ngā tāngata i te whaikōrero a te taitama.
The people were angry with the young man's speech.

Ma wai tāku karanga e rongō?
Who will hear my call?

A Category: Expressing Relationship to Action

action
work
things you make or produce

EXAMPLES

Ko Aotearoa te ika a Māui.
Aotearoa is Maui's fish.

He mea whakamiharo te pikinga a Tā Edmund Hillary i Everest.
Sir Edmund Hillary's climbing of Everest was a noteworthy achievement.

Manaakitia ngā mahi a ngā tīpuna.
Respect the work of the ancestors.

Nāku tēnei whare i hanga.
I built this house.

Kua oti tāku mahi.
My work is completed.

Ma wai koe e āwhina?
Who will help you?

Ngā mihi ki a koutou mo ā koutou toa ki te hī ika!
Compliments to you on your fishing skills!

A Category: Expressing Relationship to Technology, Production, and Reward

tools
appliances
things you make your living from
money

EXAMPLES

Kua whati te kakau o tāku kō.
The handle of my spade has snapped.

He whero te tarakihana a Hata.
Hata's tractor is red.

He tino ora tā rāua pāmu.
Their farm is very productive.

Rua rau taara tāna utu.
His pay is two hundred dollars.

Kua pau āku moni.
My money has run out.

A Category: Expressing Relationship to Possessions

small possessions
things in everyday use

EXAMPLES

Whakapuakina ā koutou pukapuka, tamariki mā!
Open your books, children!

Kei hea tāku pene?
Where is my pen?

He taumaha rawa atu te pēke a Mere.
Mere's pack is extremely heavy.

Kei hea āna kapu e huna ana, me āna pereti hoki?
Where are her cups hiding, and her plates?

A Category: Expressing Relationship to Food

all foods
any drink except water
cigarettes

EXAMPLES

Homai tētahi o āu tiakarete, e Koro!
Give me one of your chocolates, Grandad!

Ka pai ia ki tāna pīa.
He likes his beer.

He aha ngā kai a te iwi o Inia?
What do Indian people eat?

Kainga tāu parakuihi!
Eat your breakfast!

Na wai ēnei kūkū?
Whose mussels are these?

A Category: Expressing Relationship to Domesticated Animals

pets
farm animals

EXAMPLES

- Horses were originally seen as transport, and therefore are o category.

He kiore te mōkai a tāku tamāhine.
My daughter's pet is a rat.

Ka kite mātou i tāna kāhui kuihi.
We saw his flock of geese.

Ko Pere te ingoa o tā rāua ngeru.
Their cat's name is Pere.

11

Counting sentences

Cardinal numbers

Cardinal Numbers One to Ten

1 tahi/kotahi	6 ono
2 rua	7 whitu
3 toru	8 waru
4 whā	9 iwa
5 rima	10 tekau

■ The **kotahi** form of 'one' is used when the number opens the sentence.

Ten to Nineteen

Cardinal numbers above ten are calculated as ten plus the single number.

mā = plus

11 tekau mā tahi	16 tekau mā ono
12 tekau mā rua	17 tekau mā whitu
13 tekau mā toru	18 tekau mā waru
14 tekau mā whā	19 tekau mā iwa
15 tekau mā rima	

Twenty to Ninety-Nine

Cardinal numbers above nineteen are calculated as so many tens plus so many ones.

Note: the numbers twenty to thirty are given in full as a pattern for numbers to ninety-nine.

20 rua tekau	26 rua tekau mā ono
21 rua tekau mā tahi	27 rua tekau mā whitu
22 rua tekau mā rua	28 rua tekau mā waru
23 rua tekau mā toru	29 rua tekau mā iwa
24 rua tekau mā whā	30 toru tekau
25 rua tekau mā rima	

One Hundred to Nine Hundred and Ninety-Nine

Hundreds are made by putting the numbers one to nine in front of **rau**, 'hundred'.

The word for 'one' before 'hundred' or 'thousand' is **kotahi**.

100	kotahi rau
200	rua rau
300	toru rau
400	whā rau
500	rima rau
600	ono rau
700	whitu rau
800	waru rau
900	iwa rau

Ones are added with **mā**, for example:

101	kotahi rau mā tahi
109	kotahi rau mā iwa

Tens are placed after the hundreds, for example:

110	kotahi rau, tekau
111	kotahi rau, tekau mā tahi
119	kotahi rau, tekau mā iwa
120	kotahi rau, rua tekau
121	kotahi rau, rua tekau mā tahi
210	rua rau, tekau
311	toru rau, tekau mā tahi
419	whā rau, tekau mā iwa
520	rima rau, rua tekau
621	ono rau, rua tekau mā tahi
999	iwa rau, iwa tekau mā iwa

One Thousand to Ninety-Nine Thousand

The word for 'thousand' is **mano**, which is placed after the number, for example:

1,000	kotahi mano
2,000	rua mano
10,000	tekau mano
11,000	tekau mā tahi mano
20,000	rua tekau mano
25,000	rua tekau mā rima mano
83,000	waru tekau mā toru mano

Hundreds, tens, and ones follow **mano**, for example:

1,001	kotahi mano mā tahi
1,002	kotahi mano mā rua
1,009	kotahi mano mā iwa
1,010	kotahi mano, tekau
1,011	kotahi mano, rua tekau mā tahi
1,013	kotahi mano, tekau mā toru
1,020	kotahi mano, rua tekau
1,024	kotahi mano, rua tekau mā whā
1,100	kotahi mano, kotahi rau
1,101	kotahi mano, kotahi rau mā tahi
1,111	kotahi mano, kotahi rau, tekau mā tahi
1,579	kotahi mano, rima rau, whitu tekau mā iwa
1,840	kotahi mano, waru rau, whā tekau
1,988	kotahi mano, iwa rau, waru tekau mā waru
2,000	rua mano
2,007	rua mano mā whitu
2,010	rua mano, tekau
2,012	rua mano, tekau mā rua
3,020	toru mano, rua tekau
3,144	toru mano, kotahi rau, whā tekau mā whā
11,891	tekau mā tahi mano, waru rau, iwa tekau mā tahi
53,500	rima tekau mā toru mano, rima rau
73,405	whitu tekau mā toru mano, whā rau mā rima
91,842	iwa tekau mā tahi mano, waru rau, whā tekau mā rua

One Hundred Thousand to One Million

The word for 'hundred thousand' is **rau mano** which is placed after the number, for example:

100,000	kotahi rau mano
200,000	rua rau mano
700,000	whitu rau mano

Hundreds, tens, and ones are placed after the thousands, for example:

102,003	kotahi rau mā rua mano, mā toru
110,012	kotahi rau tekau mano, tekau mā rua
111,026	kotahi rau tekau mā tahi mano, rua tekau mā ono
222,185	rua rau, rua tekau mā rua mano, kotahi rau, waru tekau mā rima
1,000,000	kotahi mirione

Ordinal numbers

Ordinal Numbers One to Nine

1st	tuatahi	6th	tuaono
2nd	tuarua	7th	tuarwhitu
3rd	tuatoru	8th	tuarwaru
4th	tuarwhā	9th	tuaiwa
5th	tuarima		

Another way of writing the ordinals is:

te + cardinal number, for example:

te tahi	the first
te iwa	the ninth

Ordinal Numbers Above Nine

Ordinal numbers higher than nine consist of:

te + number, for example:

te tekau	the tenth
te tekau mā iwa	the nineteenth
te rua tekau	the twentieth
te toru tekau mā tahi	the thirty-first
te rima tekau mā rima	the fifty-fifth
te rau	the hundredth
te rima rau	the five hundredth

Making counting sentences

- Counting sentences tell us how many of the subject there are.
- Counting sentences can be past, present, or future.
- Basic counting sentences consist of a number phrase and a definite noun phrase:

number phrase + subject phrase

First (number) Phrase

The first phrase tells us how many there are of the subject. The form of the first phrase varies slightly according to the number we want to express.

1 Saying one:

The phrase consists of **kotahi** by itself.

2 Two to nine:

These numbers are introduced by a counting particle.

When we are counting people we attach **toko** to the number:

tokorua	two
tokorima	five
tokoīwa	nine

When we are counting things we put **e** in front of the number:

e rua	two
e rima	five
e iwa	nine

Note: some speakers use the form **e** for both people and things.

3 Ten to nineteen:

The phrase consists of the number by itself, whether we are talking about people or things.

tekau	ten
tekau mā tahi	eleven
tekau mā iwa	nineteen

4 Twenty to ninety-nine:

These numbers are introduced by the counting particle **e**, whether we are talking about things or people:

e rua tekau	twenty
e rua tekau mā tahi	twenty-one
e toru tekau	thirty
e ono tekau mā whā	sixty-four
e iwa tekau mā iwa	ninety-nine

Note: In conversation, **e** is often omitted.

5 One hundred and above:

Numbers from one hundred follow the rule for the number which opens the phrase:

kotahi rau	one hundred
e rua rau	two hundred
kotahi mano	one thousand
e iwa mano	nine thousand

Second (subject) Phrase

The subject phrase tells us what we are counting. The phrase may be singular or plural, and consists of either:

1 pronoun;

- 2 definitive + noun;
- 3 t-class definitive.

EXAMPLES

<i>number phrase</i>	<i>subject phrase</i>
Kotahi I have one brother.	tōku tungāne.
Tokorua I have two older sisters.	ōku tuākana.
Tekau tonu Ata has exactly ten grandchildren.	ngā mokopuna a Ata.
Tekau mā waru There are eighteen of them.	rātou.
E rua tekau She has twenty children.	āna tamariki.
Kotahi anake There is only one pillow.	te urunga.
E whitu You have seven blankets.	ōu parāikete.
E whā tekau mā whā We have forty-four guests.	ō tātou manuhiri.
Kotahi rau There are one hundred marae in this area.	ngā marae o tēnei rohe.

Questions

Any number sentence can be turned into a question by the way it is asked, or by the addition of a question mark when writing:

Tokotoru āu tamariki?
Have you got three children?

E whitu ngā parāikete?
Are there seven blankets?

Asking How Many?

We ask this question with the phrases:

e hia? (talking about things)
tokohia? (talking about people)

E hia and **tokohia** have the same form in both singular and plural questions. They form the first phrase of a counting sentence.

Questions are answered by replacing **e hia/tokohia** with the number required.

EXAMPLES

- The subject phrase is often left out of the answer to a question.

	<i>question phrase</i>	<i>subject phrase</i>
	Tokohia	ā koutou ākongā?
	How many students have you?	
<i>answer:</i>	Tokoiwa pea	ā mātou ākongā.
	We have about nine students.	
<i>answer:</i>	Tokoiwa pea.	
	About nine.	
	Tokohia	ō rātou kaikōrero i tēnei rā?
	How many speakers have they got today?	
<i>answer:</i>	Kotahi tonu.	
	Just the one.	
	E hia rānei	ērā kāinga tawhito?
	How many of those old settlements would there be?	
<i>answer:</i>	Ki tōku whakaaro, e rima tekau	āua kāinga?
	In my estimation there are fifty of those settlements.	
<i>answer:</i>	E hia	ngā pereti,
	e hia	ngā kapu?
	How many plates and cups are there?	
<i>answer:</i>	Tekau mā waru	ngā pereti,
	e rua tekau mā tahi	ā tātou kapu.
	There are eighteen plates, and we have twenty-one cups.	
	E hia	ngā pune me ngā pāoka?
	How many spoons and forks?	
<i>answer:</i>	E ono	ngā pune,
	e rima	ngā pāoka.
	Six spoons and five forks.	

Making Maori Sentences is a practical, beginner's guide to sentence construction in Maori. Its clear descriptions and non-technical terminology make it an ideal grammar reference for both high school and adult students.

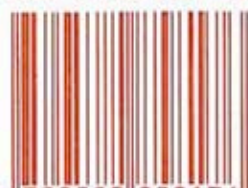
Making Maori Sentences is designed especially for those learning to write Maori; for those learning to speak Maori who need an understanding of its basic building blocks; and for teachers who need to answer questions about sentence construction with a minimum of formal language.

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